DOCUMENT RESUME

ED 100 341 IR 001 436

AUTHOR	Burns, Robert W., Jr.
TITLE	An Investigation Into the Feasibility of Merging Three Technical Processing Operations Into One Central Unit.
INSTITUTION	Colorado State Univ., Ft. Collins. Libraries.
SPONS AGENCY	Tri-College Univ., Inc., Fargo, N. Dak. Libraries.
PUB DATE	Aug 74
NOTE	264p.
EDRS PRICE	MF-$0.75 HC-$12.60 PLUS POSTAGE
DESCRIPTORS	*Cataloging; *College Libraries; Land Grant Universities; *Library Acquisition; *Library Cooperation; Library Research; Library Surveys; *Library Technical Processes; Private Colleges; Teachers Colleges; University Libraries
IDENTIFIERS	Concordia College; *Library Administration; Moorhead State College; North Dakota State University

ABSTRACT

Three contiguous schools in the upper midwest--a teacher's training college and a private four-year college in one state, and a land-grant university in another--were studied to see if their libraries could merge one of their major divisions--technical services--into a single administrative unit. Potential benefits from such a merger were felt to be economic, political, social, and educational. The investigator found that these schools were not yet ready for such a merger. Several alternative courses of action were suggested which would allow the schools to begin preparing for such a move as painlessly as possible. Supporting the study is a methodology for analyzing library cooperative proposals including a questionnaire, interview techniques, a statistical analysis of acquisition (on-order) files to determine potential overlap, a processing diary study, flow process charts, a staff dispersion study, cost analysis, and a policies and procedures analysis chart. (Author/PF)

ED100341

AN
INVESTIGATION
INTO THE FEASIBILITY OF MERGING THREE TECHNICAL PROCESSING OPERATIONS INTO ONE CENTRAL UNIT

Prepared for the
Tri-College University

By

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August, 1974

IR001436

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Abstract

This report is a study of library cooperation, of how and in what ways it can be enhanced, and of the forces which work against such efforts. It compares three contiguous schools in the upper midwest--a teacher's training college and private 4 year college in one state with a land-grant university in another. It examines the premise that libraries in each of these three different institutions can merge one of their major divisions--technical services--into a single administrative unit. Potential benefits from such a merger were felt to be economic, political, social, and educational. The investigator found that these schools were not yet ready for such a merger. A rationale is supplied which supports this recommendation together with several alternative courses of action which will allow the schools to begin preparing for such a move as painlessly as possible. Accompanying this rationale is a methodology for analyzing library cooperative proposals. The methodology includes a questionnaire, interview techniques, a statistical analysis of acquisition (on-order) file to determine potential overlap, a processing diary study, flow process charts, a staff dispersion study, cost analysis, and a policies and procedures analysis chart.

PREFACE

This investigator wishes to thank all those who made this study possible and who cooperated in its preparation: the Tri-College University Consortia and its Provost Dr. Albert Anderson who funded the study, the Library Directors of North Dakota State University, Moorhead State College, and Concordia College at whose request the study was performed, and all those staff members in each Library who patiently answered the investigator's questions.

A special note of thanks must go to those essential people (secretaries for the Library Directors') who made endless phone calls and appointments, dug out reports no one else could find, and xeroxed reams of reports all with a smiling patience that would have done Job honor. Finally, a note of appreciation must go to Dr. Thomas Boardman of the CSU Statistics Department who assisted in the analysis of the data and to Mrs. Rose DeBruin who typed this report.

The cooperation and patience of all concerned were without limit and the only requirements of those who initiated this investigation were that all the facts be marshalled in as objective a fashion as possible and that all points of view be heard.

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August 2, 1974

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INTRODUCTION

Background of Survey: This is a study of Library cooperation, of how and in what ways it can be enhanced, and of the forces which work against such efforts. It was initiated at the request of three Library Directors in upper midwestern Schools where there has been a strong history of successful cooperative projects at both the School and Library levels. It is worth pointing out that this investigator was assured by top administrators in each School visited during this study that the most successful demonstrations of cooperation between the three Schools had occured as a result of Library activities.

The purpose of this study is to gain further insight into the impact of these cooperative efforts and to determine if there are any additional areas where future cooperation might prove successful, specifically in Technical Services. It will examine the premise that Libraries in each of these three different institutions of higher education can merge one of their major divisions into a single administrative unit. The benefits from such a merger could be economic, political, social, or educational.

One of the major reasons for this study is that economic fact of life which has gripped all of higher education - curtailed budgets. Indeed, one School administrator (not a librarian) informed this investigator that he would require an 18% increase in his budget just to maintain existing services.

One can easily appreciate the magnitude of those forces which face Libraries by examining the recent increases in subscription prices of journals. Some examples of these increases are given in Table 19 and were taken from a recent issue of Library Resources & Technical Services (31, p. 140).

The college and university administrator of today has been placed in the untenable position of trying to continue the same or equal services with less dollars. When budgetary increases are not forthcoming there is only one alternative - to curtail spending. The problem thus becomes where and how such action can take place with least damage to the School. Without a selection of options, it is possible that such curtailment would destroy muscle as well as fat and thereby jeopardize the quality of the educational experience offered by each School. Libraries, therefore, must be prepared to submit a number of options which will yield the same services or an acceptable substitute for less dollars rather than more services for the same dollars as has so often been suggested.

Academic Libraries have a long history of cooperation and as Patrick (32, p. 1) points out, "...have proposed cooperative ventures long before the other parts of their institutions expressed any interest in such ventures...." They are well prepared to meet the challenges of current financial exigencies with bold new programs. Hopefully, this report can point out some courses of action as well as pitfalls to be avoided in the initiation of such programs.

Goals and Tasks of Study: This study will undertake to examine the feasibility of joining the three Technical Services Departments in these Libraries into one physical entity and of determining if such a merger could work to the economic benefit of all. This will be accomplished by seeking answers to the following questions (tasks) as outlined in the original proposal:

1. What legal/operational/mechanical factors operate to deter formation of a centralized technical services unit?

2. What legal/operational/mechanical factors operate to encourage formation of a centralized technical services unit?

3. What overlap is there in journal holdings (titles)?

4. What are the possiblities of overlap occurring in the on-order files of each member institution? What institutional characteristics are reflected in these files?

5. What potential is there for the central storage of lesser used material by Consortia members?

6. For each Department in each institution determine or prepare the following:

   a. How long does it take to catalog a book (title)?

   b. How long does it take to process a book through acquisitions?

   c. How much does it cost to catalog a book?

   d. How much does it cost to order a book?

   e. What forms/files are presently in use in each Catalog Department? In each Acquisitions Department?

   f. Prepare a flow process chart showing the movement of a new title through the Catalog Department?

   g. Prepare a flow process chart showing the movement of a new order through the Order Department.

7. How are other T.S. activities handled? For example, searching and verifying of bibliographic requests, ordering and preparation of cards, binding, serials check-in, catalog-maintenance and bookkeeping/accounting? Discover what commonality or consensus exists in these operations.

Setting of Survey - General Institutional Characteristics: The principals in this investigation are a land-grant university in one state, a church school and a teacher training college in another. The two states concerned are Minnesota and North Dakota. Any proposed cooperative endeavor must, therefore, be prepared to bridge the gap between the needs of a college and those of a university, between the funding requirements of private and of public sector support, as well as cross state boundaries with all the bureaucratic paraphernalia such actions require. For a more detailed summary of those general institutional characteristics which could affect such a merger the reader should examine Chart 1 Policies and Procedures: General University in the Findings portion of this report.

Description of Participants - the Libraries and Their Cooperative Projects In Each Institution: Cooperation can take place at many levels and can assume many forms. Libraries can share their resources (money, staff, holdings, services, equipment, expertise, records, and physical plant) in a number of ways. Indeed, the three Libraries examined here have already begun such efforts despite their many differences. Cooperative projects already underway include the following: a union list of periodical holdings involving major Libraries in the area, the sharing of catalog cards for microforms, exchange of standing order information, a teletypewriter communication network, photocopy service, and a shuttle service.

There were as many differences as there were similarities among the three principals of this investigation. Size of the staff ranged from 32 to 14 not counting part time or student help, operating budgets varied from $550,601 to 232,286, number of volumes in book stock (1972/73) ranged from 255,600 to 161,115, and hours of opening from 83.5 to 88 per week.

So we find a number of disparities between these three Schools which can and will affect any cooperative moves. For a more detailed discussion of these differences and similarities, the reader should examine Policy and Procedure Charts 2 - 7 with their index Chart 8.

Benefits, Liabilities, Qualities, and Prerequisites of Cooperation - The Literature Review: The strength of any cooperative venture lies in the intrinsic differences of its members and in the ability of these differences to complement and to support one another in the context of a common purpose. Both individuality and commonality are thus essential to any cooperative endeavor. Put another way, one may say that the strength of any cooperative program lies in its commonality of purpose and product, and in its differences of program. Hammer and Sokolski pointed to such commonality of purpose and product in their discussion of the success achieved by the Massachusetts Central Library Processing Service, "...a processing center can only be successful if the members agree to accept a standard product and to coordinate their needs with the needs of the other members.... The principles of cooperation, standardization, and mass production have been the secrets of success in this processing service...." (22, p. 125). Kilgour has added a slightly different dimension to this theme by noting that, "...a truly cooperative center establishes goals that are not achievable by individual libraries...." (24, p. 138).

There are a number of successful processing centers and academic library consortia in the United States (22, 23, 24, 25, 28). Kilgour (24, p. 138) has summarized the three qualities which characterize their success. First are those things which make "...possible the establishment of new objectives for a group of cooperating libraries as distinguished from the classical goals of individual libraries...." The second quality of cooperation he calls "...the sharing of resources without cost to the institution providing the resources...," and the "...third quality of cooperation is the pooling of human and financial resources to achieve a system unattainable by individual libraries...."

True cooperation thus requires both consensus and individuality in order to survive and grow. Individual programs and strengths must continue but always on the common ground of purpose where benefits are assured to all participants. This does not refer solely to the economic or societal benefits, although they must not be minimized, but to the much broader unity of educational purpose which brings people/institutions together for a better tomorrow yet allows each participant freedom to seek, discover, and develop those things which it does best, to build their own centers of excellence if you will, and at the same time makes each library obligated to its neighbor for those things it cannot or will not do for itself.

METHODOLOGY OF SURVEY

Work Schedule for the Investigation: This study began April 7 in a preliminary interview with the Directors of the three Libraries concerned. April 7, 8, and 9 were spent in exploratory sessions and in reviewing the proposal. Work actually began at Library C during the week of April 21-27. The following week, April 28 - May 4 was spent in Library A. Questionnaires and diary studies were also distributed to the Libraries during this second week. The final week of data collection, May 19-24, was spent in Library B.

In each Library a number of tasks were undertaken and survey techniques used. These were as follows: interviews, anonymous questionnaires distributed to Library staff (everyone on the payroll), systematic sampling, staff dispersion, review of documents and files, flow-charting of selected operations, diary studies, and the construction of policies and procedures charts. Each of these will be discussed in more detail in the following sections.

Questionnaires: Early in the study an open-ended questionnaire was drafted and distributed (April 25-26) to all staff in each Library. This was done in order to assure as broad a base of representative input as possible and to allow all who wished to be heard a chance to make their feelings known regarding the proposed merger. A copy of the survey instrument used with its attached cover letter accompanies this report as Exhibit 1.

Replies to this questionnaire enabled the investigator to obtain a demographic profile of the respondents as well as their anonymous reactions to the proposed merger. Although the three open-ended questions asked were essentially the same as those posed during the interview, the investigator felt it was necessary to use them both places. The questionnaire allowed the respondent to remain anonymous while the interview allowed the interviewer to probe for additional details/reactions from the respondent.

Response to the questionnaire ranged from good (Library A 91.7%) to fair (Library C 50.7%), and was judged acceptable for the purposes of this analysis. See Table 1 for a summary of questionnaires sent/received, response rates, and a demographic profile of the respondents. Replies to the questions have been tabulated in Tables 2-6 and 8-10.

Questions 5, 6, and 7 of this questionnaire were open-ended and each respondent was encouraged to write out his reply. Many did so and these afforded the investigator an excellent insight into the reactions of staff to the proposed merger. All questionnaires were anonymous and the respondents were quite candid in their replies. A cross section of these replies accompanies this report as Exhibit 2, "A Digest of the Narrative Replies Written In Response to Questions 5, 6, and 7." These will be discussed in more detail in the Findings portion of this study.

Compilation of the data taken from this questionnaire was performed using a standard set of statistical programs titled SPSS. An explanation of this package is contained in a book by its developers Nie, Bert, and Hill (2). This set of programs enabled the investigator to calculate sums, means, variances, frequencies, percentages, and to cross tabulate them in a fashion which would have taken much longer if done by hand. This is an immensely useful set of programs and should receive wider attention among members of the library profession.

Interviews: In addition to the sending out of anonymous questionnaires this investigator elected to use individual and group interviews as survey instruments. This was done in order to allow the investigator to probe the replies of the respondents with the goal of opening up areas of concern or problems which had not yet surfaced. Oral interviews allowed the investigator to follow-up a line of questioning which he could not have done using only a written questionnaire. These meetings also helped to clear the air and to reassure the respondents that this survey was not being done simply to find data supporting a decision already made. Indeed, at no time during the course of this survey did anyone attempt to influence its findings for or against the merger. Each respondent sought only to present his/her own views in as clear a fashion as possible.

In order to strive for maximum input from all Library staff, care was taken to interview as many professional, paraprofessional, classified, and student employees as wished to be heard. No student employees as such asked to be interviewed, however, although a number of student wives (as clericals) were interviewed. Interviews were conducted either on an individual basis or in group meetings. In addition, the investigator attended at least one staff meeting in each school plus the TCL Periodicals Union List Committee (April 22) meeting as an observer. This was done in order to introduce the Principal Investigator to the staff, to make certain everyone understood the purpose of the survey, and to give the P.I. a flavor of staff concerns and actions. Interviews were held with Library staff in each school. The number of staff interviewed was as follows: Library A 19, Library B 9, and Library C 7. The investigator met with all classified staff as a group in Library B.

In order to obtain further insight into the problems of cooperation, interviews were conducted with various administrators outside the Library. These included the T.C. Provost, the T.C. Coordinator on each campus, the administrative officer on each campus to whom the Library reported, the administrative officer responsible for the business and/or financial operations of that school, and the former T.C. Libraries Coordinator and his Assistant.

Each person (group) interviewed was asked three questions in the following order:

1. What do you see as the major benefits to be gained from a single cooperative processing (T.S.) center for all three Libraries?

2. What do you see as the major obstacles to such an agreement?

3. How and in what other areas do you envision cooperative agreements working between the Libraries in question.

A secondary purpose of this interview schedule was to allow the P.I. to answer, in as candid a fashion as possible, all questions concerning the proposed merger. The interview also served to encourage staff input. This technique was found to be successful in that it elicited a broad range of replies, although some negative reaction to the merger was encountered, it was certainly in the minority with each staff adopting a wait and see attitude. Most staff members elected to reserve judgment until the data was assembled and the recommendations prepared. Indeed, each staff seemed receptive to the idea of one center and, with a few exceptions, most felt there could (in the sense of might) be savings of money, staff, and time. In support of this view, the reader is referred to the narrative replies in Exhibit 2 and to the interview section of the findings reported by this investigation

The number of interviews (both in and out of he Library) held in each School was as follows: School A 24, School B 15, and School C 13.

Analysis of the Acquisition (On-Order) File: In order to determine the characteristics of those items on order in each Library and to discover what level of overlap was likely to be encountered at any given moment between the three on-order files, a systematic sampling study was conducted. Information concerning the sample and how it was taken may be seen in Table 12. Each sample was compared with the entire on-order file maintained in each of the other two Libraries. All samples were drawn and comparisons made during the week of April 22-28. The characteristics of each file may be seen in Table 11. All conclusions are based upon the assumption that the on-order file at the moment sampled was typical of the file during the entire year and that no atypical conditions existed during this study.

For the most part this was a straightforward sampling problem in which sample sizes ranged from 7.69% to 8.94% of the file. See Table 12. In addition to the amount of overlap existing between the on-order files, the samples were also used to answer other questions regarding the quantity of items on order which contained an LC card number, were in English or a foreign language, were published in/outside the U.S., and were published within the last 6 years. Distribution of the dates of publication may be seen in Table 13 where the numbers of publications bearing a given date have been tabulated. Dates of publication listed here were the most recent date for items having several dates or the latest date issued for items which were copyrighted and then reissued at a later time.

In so far as possible no standing orders for serials were included. Standing orders for Library A were noted in the on-order file of Library B, however, but were not included in the sample drawn from that file.

Since one of the major questions to be answered by this investigation regards the feasibility/possibility of being able to batch orders, i.e. send in more than one order for the same book at the same time, it was important to determine the extent of any overlap between the three on-order files. The assumption being that where overlap existed it would be possible to order two or more copies at the same time and thereby accrue a processing advantage. Such overlap would also serve to indicate the presence of common purchases and/or the existance of common interests.

In order to obtain some quantitative measure of overlap and its likelihood of occurrance confidence intervals (95%) were drawn around each overlap ratio for a comparison between the two files using the following equation:

$$\hat{P} \pm Z_{\alpha/2} \sqrt{\frac{\hat{P}(1-\hat{P})}{n}} \sqrt{\frac{N-n}{N}} \qquad \text{Equation 1}^{*}$$

in which $\hat{P}$ = the best estimate we have of the overlap ratio

n = sample size

N = population size

$Z_{\alpha/2}$ = 1.96 a constant used for the 95% C.I.

Processing Diary Study - Acquisitions and Cataloging Departments:

In order to discover the amount of time required to process an item (rather than the placing and receipt of the order itself) through the Acquisitions and Cataloging Departments in each of the Libraries examined, a diary study was conducted. This was accomplished by means of a processing slip (See Exhibit 4) which was added to each piece as it was unpacked by the Acquisitions Department. The date (Julian) of unpacking was then written on the slip as the day when the study began with the initials of the recorder. Note that this technique is not intended to measure vendor performance or the time taken to deliver a book to the Library, only the in-house processing time. This diary slip accompanied the book all through the processing cycle with appropriate Julian dates added as the book left the Acquisitions Department, as the book arrived in the Cataloging Department (not always the same day or even the next day in some cases), and finally as the book left the Cataloging Department for the public area. In each case the initials of the recorder were also added to the slip. This device enabled the author to calculate the number of days an item was kept in each Department by subtracting day in from day out. Whenever day in equals day out, processing time was taken as one.

Seven hundred diary slips were prepared and distributed in Library A and seven hundred in Library B. In each case six hundred were given to the Acquisition Librarian with the request that he/she begin the study on day 121 (Library A) and on day 123 (Library B).

One hundred slips were planted by the P.I. in books along the shelves of the Cataloging Departments in Libraries A and B. This was done in order that the study would reflect not only the current processing load but whatever problems might have been put aside for special handling or attention. Unfortunately, a very high proportion of these items have not yet emerged from the processing cycle (as of July 15, day 196), and it is assumed that they are still in cataloging awaiting handling. The number of returns may be seen in Table 15, "Summary of Methods and Timetable for the Processing Diary Study."

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* This equation was suggested by Dr. Thomas Boardman of the C.S.U. Statistics Department.

No slips were distributed in Library C due to the absence of a backlog in the Acquisition Department and because information on the time required to process a book could be more easily developed from another source. See dedication page in Exhibit 23c where date of arrival is written. Data for Library C was acquired by subtracting this date (the date that item arrived in the Library) from the date on which that truck load was moved into the public service area. This was assumed to be the amount of time required by the Cataloging Department in Library C to process the book. (See Table 15.)

All data acquired in the diary studies was manipulated by the computer to show the mean processing time for acquisitions and cataloging, standard deviation, standard error of the means, and a 95% C.I. around this mean using the equations:

Standard deviation $s = \sqrt{\dfrac{n\Sigma X^2 - (\Sigma X)^2}{n(n-1)}}$ Equation 2

Standard error of the mean Equation 3

$$s_{\bar{x}} = s/\sqrt{n}$$

and the 95% C.I. around the mean Equation 4

$$\bar{X}. \pm t_{\alpha/2}\, df\, s_{\bar{x}}$$

This still left a fairly high proportion of the planted slips not yet accounted for (as of July 15). In order to discover a revised mean processing time for the slips received after July 15 of the one hundred planted cataloging slips, Dr. Thomas Boardman of the C.S.U. Statistical Lab. suggested the following equation based upon an exponential distribution:

$$\hat{x}. = \frac{r\,\bar{T}_1 + (N - r)\,T}{r} \qquad \text{Equation 5}$$

Where $\hat{x}.$ = revised estimated mean value (days)

r = number returned

N = number sent out

T = total number of days each slip has been out, i.e. today's date minus the date when the slips were planted

$\bar{T}_1$ = calculated mean time for all books.

Thus when	Library A	Library B
r =	16	41
N =	100	100
T =	196-121	196-123
$\bar{T}_1$ =	16.8039	19.2104
Time in Cataloging $\frac{A}{x.}$ =	410 days	127 days

If this value is recalculated (August 1) on the basis of samples which have been received after day 196 but before day 213, then we find that of those slips planted in the Cataloging Department the total number which have now returned is:

Library A 16 + 17 new = 33 = r_A

Library B 41 + 50 new = 91 = r_B

and

$T_A = 213 - 121 = 92$

$T_B = 213 - 123 = 90$

Using Equation 5 we now find that the number of days required to process a book through Cataloging is:

Library A = 203 days

Library B = 28 days

Flow Process Charts for Acquisitions and Cataloging Departments: These diagrams are intended to show the movement of materials and/or processing documents through the respective Departments in a series of sequential steps. This technique is based upon one suggested by Dougherty and Heinritz (30). Charts were prepared for each Library as follows:

Library A:

1. Steps To Order A Book
2. Handling of Gifts (Monographs)

3. Processing Of Standing Orders (Serials)
4. Movement Of An Invoice For Books Received
5. Processing Through Cataloging (Books)
6. Recataloging (Dewey to LC)
7. KWIKAT

Library B:

1. Steps To Order A Book
2. Book Arrival Cycle
3. Handling Of Gifts
4. Checking In Of Documents

Library C:

1. Steps To Order A Book
2. Book Arrival Cycle
3. Processing Through Cataloging
4. Order Cycle - Director's Office

Staff Dispersion Study: This part of the survey was undertaken to determine how far Library staff members have been dispersed from those work areas or files they would normally be expected to use in the course of their everyday activities. The purpose of such an analysis is to submit recommendations on the best physical location for a cooperative processing center.

Staff work areas (desks) and files in both the Acquisitions and Cataloging Departments for each Library were examined as well as a rough approximation made of the total available square footage for each function. Findings have been presented in Tables 17 and 18.

Calculations use the basic TMU or Time Measurement Unit described by Crossan and Nance (26, p. 39) in which one TMU = .00001 hour, .0006 minute, or .036 second. Time Measurement Units can also be thought of as 100,000 = one hour, 1670 = 1 minute, and 28 = 1 second.

Maynard (27, p. 5-113) suggests a standard of 15 TMU's per stride for the basic body motion of unobstructed walking. This is quite close to the standard of three miles per hour walking speed as follows:

$$\frac{3\ \text{miles}}{\text{hour}} = \frac{15{,}840\ \text{ft.}}{60\ \text{minutes}} = \frac{264\ \text{ft.}}{1\ \text{minute}} = \frac{4.4\ \text{ft.}}{\text{second}} = \frac{2.2\ \text{ft.}}{.5\ \text{second}} = \frac{26.4\ \text{inch step}}{.5\ \text{second}}$$

or a 26.4 inch stride every half second.

Maynard's 15 TMU's per step gives

$$\left(\frac{15\ \text{TMU}}{\text{step}}\right)\left(\frac{.036\ \text{seconds}}{\text{TMU}}\right) = .54\ \text{seconds/step}$$

or one step* every half second. Multiplying .54 by the number of steps shown in each cell of Table 17 gives the travel time necessary to move between these two points.

If we consider that an 8 hour day will have 60 x 60 x 8 = 28,800 seconds, then Table 18 shows the percentage of each day spent in a conservative 8 round or 16 one way trips made by respondents.

Cost Analysis: The cost analysis techniques used in this study were perforce very elementary and unsophisticated. This was due both to the incomplete data obtained and to the lack of consistent definitions for these data elements.

Dollars were adapted as the only measure of cost rather than the more traditional economic definition of cost as benefits foregone. Thus dollars, when taken in the context of this report, are used as a comparative measure (yardstick) to calculate resource consumption against units handled/produced.

In any comparative study where the investigator wishes to derive unit costs from operational costs, there are four basic cost centers which must be considered in the construction of the costing algorithm. In this study these are: 1. the number of units produced or handled by the Acquisition and Cataloging Departments, 2. the hours (annual) of staff time required to produce these units, 3. the real dollars (annual salaries not including deductions or fringe benefits) paid the staff in order to obtain these hours, and 4. whatever overhead contributions the investigator feels should be attached to the operation of that administrative unit without doing violence either to the cost algorithm or to the derived unit costs. Overhead thus becomes a matter of one's philosophy of costing and can be as inclusive or as exclusive as one chooses to make them. All of this must be considered within a common time frame determined before the data are acquired and subject to consistent definitions. The result is a cost per unit produced. See Table 22.

Under the circumstances dictated by this study, the investigator has chosen to consider as overhead all of the fringe benefits currently available to the staff whether they elect to take them or not. See Policies and Procedures Chart. This includes such things as payments by the School toward social security, all categories of leave, travel allowance, tuition waiver, all types of insurance, all retirement benefits, moving costs, etc. For a list of these see Policies and Procedures Chart 2.

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* Strides measured for those people in Libraries A, B, and C used to gather this information were: 23", 26", 36", 25".

The rationale behind this strategy is that staffing patterns are established and budgets prepared (with costs subsequently incurred) as if these fringe benefits were taken. Fringe benefits used in this study were quantified as an aggregate percentage of staff budget (salaries for that Dept.) in each Library. These were quantified at 16% for Library A, 17% for Library B, and 18% for Library C. In addition to the fringe benefits allowed each staff member, 4% of the Departmental salary budget was applied to cover administrative staff (those outside the Dept. such as the Director, his secretary, etc.) costs, and 6% of each Departmental salary budget will be added to include those operational costs (overhead) incurred by the entire Library such as heat, lights, phone, lawn care, snow removal, equipment replacement, building maintenance, etc. See Table 22.

FINDINGS

General:

1. The Libraries reviewed in this investigation are not yet ready to merge their Technical Services Departments into one central cooperative processing center.

A further word of explanation and supporting documentation follows. The attention of the reader is directed specifically toward the information in the Policies and Procedures Charts which accompany this report. Chart 8 is a summary index. The attention of the reader is also invited to the Recommendations portion of this report.

2. Items in one Library are not always available to any user from the other two Schools. For example, curriculum materials in Library C may not be circulated to students from School B. In addition, periodicals do not circulate to all students or faculty within the system. See Chart 4 Items 5 and 6, and Recommendation 10.

3. One Library (B) has elected to catalog U.S. Government Documents using LC proof slips and/or original cataloging. Documents are listed in the card catalog using corporate entries. The filing rules governing the arrangement of such entries are quite complex with the result that the patron has great difficulty finding such material. For examples of this complexity see Exhibit 7, "Catalog Cards Illustrating Filing Order Used for Corporate Entries of U.S. Government Documents In Library B." Additional examples of U.S. Government Documents and how they are treated in this Library may be seen in Exhibit 8, "How U.S. Governments are Catalogued." For recommendations on this problem see, "Recommendations - Library B #1."

4. Non-print materials are not always handled in the same or even similar ways by each of the three Libraries. Indeed, there is a variety of guides/codes now in use for the handling of such material by the three Libraries studied. For example, Library A uses references 9, 12, and 13 as guides for the handling of their non-print materials; Library B uses 9 and 14; while Library C uses 9, 12, and 14 in organizing and preparing for use their non-print materials.

It is interesting to note that this follows a national trend pointed out by Chan in her article on the "Year's Work in Cataloging and Classification...." She states that, "...the area most in need of standardization is cataloging of nonbook materials..." (29, p. 109). See Recommendations - Cataloging 9.

5. Spine labels are prepared for books (monographs and bound periodicals) in a variety of ways and placed on the spines using in-house codes which differ from Library to Library. Although there is some uniformity here, it is quite limited and more will be required before a uniform product can be obtained. See Exhibits 21a, 21b, and 21c.

6. There are a number of differences in cataloging practice which have resulted over the years in a variety of cards for the same book. See Exhibits 12 and 13.

7. Ready-made catalog cards for large sets of retrospective holdings are not always shared with the other two Libraries. This is not a good practice and should be discouraged. See Exhibit 22.

8. Differences in accounting and State fiscal policies pose very serious obstacles to any merging of Technical Services. Indeed, this author sees no way to reconcile these differences short of legislation. Examples of such restrictions may be seen in Items 28, 29, and 34 in Chart 3, Item 11 in Chart 5, and Item 12 in Chart 7. See Recommendation 9.

9. Each Library could gain much from a concerted work simplification effort and systems analysis. See the Processing Charts and the Policy and Procedures Charts which follow.

Summary of Procedural/Operational Differences and Similarities By Department: Introduction. There were numerous threads of commonality as well as disparity which ran through the study. These will be presented without narrative in a series of Policy and Procedure Charts. Essentially this is an inventory of those factors which could have an impact upon the proposed merger. These are as follows for each area investigated:

Chart 1. Policies and Procedures: General University

Chart 2. Policies and Procedures: General Library - Staff

Chart 3. Policies and Procedures: General Library - Operation

Chart 4. Policies and Procedures: Circulation

Chart 5. Policies and Procedures: Acquisition

Chart 6. Policies and Procedures: Cataloging

Chart 7. Policies and Procedures: Periodicals, Serials, and Binding

Chart 8. Summary Index to the Legal/Operational/Mechanical Factors Which Operate to Inhibit/Encourage A Merger

Whenever possible precise data was gathered for this portion of the investigation. This was not always possible, however, because of the many qualifying factors (note expecially the section on Fringe Benefits), or because of conditions which may have changed during the study. What is presented here is intended to give the reader a flavor of those differences which now exist and which must be reconciled in the event of a merger.

10. There were decided differences in tax (income) levels between Minnesota and North Dakota. This was especially noticable in the $5,000 to $8,000 bracket. For example, a staff member earning $6,000 a year in North Dakota would pay $160 tax while the same staff member in Minnesota would pay $375. Please remember that these figures were taken from Table 21 and represent approximations which have not taken into consideration deductions, exclusions, etc. for each State.

Chart 1. Policies and Procedures: General University

See Footnotes at End of this Section PARAMETER	UNIVERSITY/LIBRARY								
	NDSU[9]			MSC			CC[8]		
		Students[2]	Faculty[2]		Students[2]	Faculty[2]		Students[2]	Faculty[2]
1. How many students & faculty (FTE & Positions on Campus)	FTE	6,529	340.4	FTE	4,781[5]	302	FTE	2,462	145
	Bodies	6,683	350	Bodies	4,759	352	Bodies	2,480	150
2. How is student I.D. number built?	7 digits assigned by registrar's office as student registers			6 digits $\underbrace{71}_{\text{year}}\ \underbrace{1234}_{\text{sequential}}$ Used by Food Service & Financial Aids, not library			6 digits 71 1137 year of application number of application as received. Begin in July		
3. Fringe Benefits[8,9] a. Soc. Sec. Employee & Employer Contribute 5.85% of first $13,100	Yes			Yes			Yes		
b. Group Health & Major Medical Insurance	Blue Cross/Shield on Group plan. University pays for employee.			All faculty & staff on 3/4 time or more receive group health insurance paid by State with Blue Cross.			Employee and family covered w/o exam to $50,000 per family member, per lifetime. Premium is $72.00/month/family or $22.94 for single person. College pays half.		
c. Long term disability	Voluntary disability income protection plan available. Paid by individual.			Benefits begin on 181st day of continuous total disability or up to a lifetime for accident, up to 65th birthday for sickness.			College continues salary for 6 months, after which the plan provides 60% of salary less payments from SS and workmen's comp. to age 65 if necessary. Faculty are eligible after one year of employment or at once if they had similar coverage immediately prior to employmen by Concordia. Cost is $3.79/ month. College pays half.		

Chart 1. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
d. Life Insurance	Basic term $1,000 provided all permanent employees by Univ. Additional coverage (to annual salary) is available as well as dependent coverage. Can be converted to whole-life policy by employee voluntary.	$5,000 of term provided for all faculty & staff with an appointment of 3/4 time or more. Additional coverage (up to $40,000) as well as dependent coverage (up to $2,000) is available at group rates. Can be converted upon termination to individual policies without evidence of insurability.	TIAA Plan with faculty members eligible after 3 months (or immediately if on a group plan at another institution). Premium is $8.00/month for a family or $4.00 for single person. The College pays half. No medical exam required. Participation required from tenure-eligible faculty.
e. Retirement Plan	TIAA-CREF open to faculty with Prof. or Assoc. Prof. rank or equivalent (when employed) and to Asst. Prof. and Instructor after 2 years service. Univ. matches 5% of salary. North Dak. Public Employees Retirement plan required of employees who are not participating in another plan. Participants contribute 4% of salary and University matches.	Faculty required to join State Teachers Retirement Association and contribute 4% of salary which State matches with 4%, at the beginning of 3rd contract year all faculty must contribute 5% of salary ($6,000 to $15,000) and matched by state. Classified staff receive based upon average salary for highest 5 successive years. Deducts 4% of salary. State matches with 4% + 2%.	TIAA. Faculty member with tenure eligibility may join after 1 year of service (immediately if on plan at previous school). Required after 3 years on faculty. Cost is 5% of salary by individual plus equal amount from College.
f. Tuition allowance	May audit (only) classes for no cost (tuition & fees)	None	For faculty spouse/child school pays 90% of tuition & fees if person attends Concordia or another College of the American Lutheran Church. Does not include general fees, dormitory, food service, matriculation, books etc., which are family responsibility.

Chart 1. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
g. Moving allowance	None	None	Faculty only up to $300 if distance is 300 miles or less maximum of $400.
h. New faculty 13 month paycheck	No	No	Yes. On Sept. 1 of contract year.
i. Professional Travel			Subsidy of about $70.00 per year (1973). May cumulate for 3 years.
4. What is the school year. Dates of.	Quarter	Quarter	Semester
5. Fiscal Year In	July - June	July - June	July - June
6. What graduate degrees are awarded by each school.	Ph.D., M.S., M.A., M.Arch., M.Ed.	M.S.Ed., M.S.	
7. Salary checks are issued	Last working day of the month. 12 per year.	Bi-Weekly (every other Friday). 26 per year.	Last working day of the month 12 per year.

Chart 2. Policies and Procedures: General Library - Staff*

PARAMETER	UNIVERSITY/LIBRARY		
	NDSU	MSC	CC
1. How many professional Librarians are on staff?[6]	11 Positions 11 FTE	8 Positions 8 FTE	6 Positions 5.75 FTE
2. How many paraprofessionals are on staff?[6]	4 Positions 4 FTE	6 Positions 6 FTE	1 Position 1 FTE
3. How many clericals are on staff?[6]	17 Positions 15.75 FTE	9 Positions 9 FTE	7 Positions 6.5 FTE
4. How much time is spent by staff on tasks other than their direct responsibilities?	Time spent on reference desk duty varies 10-15% of aggregate staff time for night & weekend duty.	Time spent on reference desk duty varies 20-25% of aggregate staff time for night & weekend duty.	Time spent on reference desk duty varies 20-25% of aggregate staff time for nights, weekend, & teaching duties.
5. Do Librarians have equivalent Faculty Rank?	Yes	Yes	Yes
Tenure?	Yes (Untested) Usually granted at end of 6th year.	Yes	Yes. Granted after five years provided a tenured position is open. Otherwise on hold.
Promotion?	Yes	Yes	Yes
6. Are any Library staff on other than 12 month	No	Yes. 9 month. 4 staff (Curric., Cat., Ref. Government Documents)	Yes. 9 month (1). 10 month (3)
7. What is length of break period?	15 minutes	15 minutes	15 minutes

* See Exhibit 3

Chart 2. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
8. What are the leave policies?	Annual Leave Prof. 2 days/month Para. & Cler. 1-3 yr 1 day/mo 4-7 yrs 1.25 days/mo 8-12 yrs 1.5 days/mo 13-18 yrs 1.75 days/mo 19 yrs & over 2 days/mo Everyone must take at least 5 days per year. May accumulate 30 days.	Annual Leave Prof. 22/FY Cler. 1st yr. 9.75 days/yr 2nd 9.75 days/yr 3rd 13 days/yr 4th 13 days/yr 5th 13 days/yr 6th 16.25 days/yr 9th 22.75 days/yr 21st 24 3/8 days/yr 26th 26 days/yr Accumulate 24 days only	Annual Leave Prof. & Para 22 working days per year plus 10 additional days around holiday & between semesters. Cler. 10 working days per year plus 10 holiday & intersessions. After 15 years of service, clericals receive 15 days annual leave
	Sick Leave All Empl. All employees receive 1 day per month. No limit as to amount to cumulate.	Sick Leave Prof. 1 day/m. cum. to 100 Cleric. 1st yr. 6.5 days/yr 2nd yr. 9.75 days/yr 3rd yr. 13 days/yr Can accumulate up to 800 hours	Sick Leave Prof. 1st 6 mo. of absence picked up by Dept. After 6 mo. by insurance policy. Para. & Cler. 1 day per month to 30 days. May join an optional insurance.
		Emergency Leave Prof. 5 Cler. For such periods as are necessary, sickness or death of immediate family. Pages 8 - 12 of Admin. Handbook.	

Char 3. Policies and Procedures: General Library - Operations

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
1. What are the Library Hours? Total	8 A - 10:30 P M-Thur. 8 A - 5 P Fri. 9 A - 5 P Sat. 2 P - 10:30 P Sun. Σ = 83.5 hrs/week	7:45 A - 12 P M-Thur. 7:45 A - 5 P Fri. 12:00 A - 5 P Sat. 6:00 P - 12 P Sun. Σ = 85.25 hrs/week	8 A - 10:30 P M-Fri. 10 A - 5 P Sat. 2 P - 10:30 P Sun. Σ = 88 hrs/week
2. How many and what are the paid holidays during FY 1973-74?	New Year's Day, Good Friday Memorial Day, Independence Day, Labor Day, Thanksgiving, Christmas. = 7	New Year's Day, Washington & Lincoln's Birthday, Memorial Day, 4th of July, Columbus Day, Labor Day, Veterans Day, Christmas, Thanksgiving. = 9	Thanksgiving Day and Day after Christmas and Days between Jan. 1, Good Friday, Memorial Day, 4th of July. In FY 73-74 = 11
3. When was the Library building constructed? Addition?	1950	1960 original 1971 addition completed	1956 original 1971 addition
4. Number of volumes in Book stock and in bound periodicals (exclude Government Docs. & microforms) 1972-73[6]	Held at end of year 255,600[6] Added during year 10,351[6]	Held at end of year 197,430[6] Added during year 19,586[6]	Held at end of year 161,115[6] Added during year 10,039[6]
5. Number of linear feet of Government Doc. collection 1972-73[6]	4,000[6] 3,784 (reported by Doc. Libr.)	1,029[6]	
6. Is this a Depository Library?	Full depository with U.N.D. Sharing is by classification category	Partial depository	No
7. Number of audio recordings (disc & tape) held at end of 1972-73[6]	23 held at end of year 23 added during year	2,000 held at end of year not available - added during year	1,513 held 228 added during year

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Chart 3. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
8. Expenditures for books and printed materials. Includes microforms. Excludes periodical subscriptions	$137,400[3] $140,950[6]	$ 95,626[6] $ 82,500 (1973-74)	$ 71,050[6]
9. Expenditures for periodical subscriptions (1972-73)	$ 88,020[3] $101,913[6]	$ 40,512[6] $ 38,000 (1973-74)	$ 19,143[6]
10. Expenditures for audio-visual and other non-print materials 1972-73	$ 4,964[6]	$ 500[6]	$ 1,245[6]
11. Expenditures for binding and rebinding 1972-73	$ 23,057[6] $ 24,000[3]	$ 11,274[6] $ 10,000 (1973-74)	$ 4,220[6]
12. Expenditures for salaries of regular, non-student staff (1972-73)	$236,594[6] $225,264[3]	$230,503[6]	$ 98,074[6]
13. Expenditures for salaries of students (hourly) charged to Lib. (1972-73)	$ 15,000[3]	$ 50,680[6]	$ 19,002[6]
14. Grant total operating expenditures (salaries & wages)	$550,601[6] $548,064[3]	$437,302[6] $405,686[3]	$232,286[6]
15. Interlibrary loans to other Libraries	2,118[6]	1,390[6]	925[6]

Chart 3. Continued

PARAMETER	UNIVERSITY/LIBRARY		
	NDSU	MSC	CC
16. Interlibrary loans received from other Libraries	2,370[6]	2,637[6]	2,103[6]
17. Net assignable squ. feet	58,800 square feet[1]	66,057[6]	46,434[6]
18. Seating capacity	498[6]	750[6]	610[6]
19. Shelving capacity	24,058 ft.[6]	40,920 ft.[6] Does not include 3rd floor	34,608 ft.[6]
20. Uses an accession number	6 digits on Shelf List Card Book Card Pocket Title Page of Book	Yes. 6 digits on Shelf List Card, underneath date due slip. on chapter 1 page Book Card Book Pocket	Only on hard cover gift books
21. Abbreviations used	Per. Bibl. Center V.1 C.2 unacc. X or case below call # Ref. F or Folio Inst. Rm. Arch. Chem. Pharm. Biochem. See also Exhibit 28	Index Table Quarto H.T. H.C. Ref. V.1 C.2 Atlases See also Exhibit 28	
22. Branch Libraries	Chemistry, Pharmacy, Architecture, Biochemistry (Cataloges) but purchased by Dept. & kept in Dept.	Physics Journals go in Physics Dept., Chemistry Journals go in Chemistry Dept. Location shown on computer p/o.	Music Library which operates independently

Chart 3. Continued

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
23. Classification schedules used	Dewey Decimal Library of Congress[4] Supt. of Documents	Dewey Decimal (not currently except curriculum) Library of Congress Supt. of Documents In-house developed schedule (Minor Docs)	LC. Dewey Decimal (children's book)
24. Does the Library buy books for faculty as personal copies?	Yes	No	Yes
25. What is a folio book?	One over 29 cm high. Does not apply to reference books over 29 cm. high	Folio over 14" Quarto over 11"	29 cm
26. Where is folio in the call #. See Exhibit 21	Written on top of call #	Above call #	Oversize goes on top
27. How are documents handled? U.S. & State	Selected titles in Card Cat. both in Supt. Docs. & LC.	All are placed in card catalog. State and U.S. See Exhibits 7 and 8	All in LC and in card catalog State & U.S.
28. Are there any restrictions on Library purchases?	Any equipment/printing over $150.00 must be bid. No special requirements on book purchasing.	Items purchased over $25.00 must be let out on bid. Items or services over $200.00 must have a contract.	None
29. Can funds be carried over to next FY?	No	No*	Yes

* Encumbered balances may be carried forward. Unencumbered balances may not.

Chart 3. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
30. Are hidden ownership marks placed in book? On title page or elsewhere?	No hidden marks. Embossed title page.	No hidden marks	On p. 91 is hidden. Also embossed on title page. Uses 3-M special tape inside spine.
31. Is ownership stamped on three edges?	Yes. See Exhibit 23a.	Yes. See Exhibit 23b.	Yes. See Exhibit 23c.
32. Special marks in book? See Exhibits 23 & 24.	Embossing on title page.	Accession number on inside cover and on first arabic page. Call # on first arabic page. Accession number is in two places	Pencil call # on verso of title page. On page after title page write: vendor, date received, P.O. number, no paging listed here.
33. Are special marks placed on outside of book? See Exhibits 21 & 24.	On spine: Blue dot - biog. collection & periodicals. Yellow dot - ref. & index collection. Green dot - media collection. Blue dot - on periodicals shelved in period. room (books).	None	None
34. Where are payment checks written?	In Business Office on Campus.	In St. Paul.	In Business Office on Campus.
35. What rubber stamps are used by Library?		See Exhibit 29	See Exhibit 29

Chart 4. Policies and Procedures: Circulation

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
1. Where are book pockets and date due slips placed?	Inside front covers of book. See Exhibits 5 and 11a.	Inside front cover of book. See Exhibit 11b.	Inside back covers of book. See Exhibit 11c.
2. How long is circulation period?	4 weeks - regular 1 year - faculty	4 weeks - students 1 quarter - faculty 1 week - U.S. Gov't Docs, pamphlets, phono records, curriculum materials	1 month - 4 weeks (regular) 1 week - curriculum materials No due date - faculty
3. Books are due?	Monday	Monday (books) Wednesday (everything else)	Monday
4. Are books renewed?	Yes. Twice. Must bring in book to renew.	Yes. Once.	Yes. For One Week.
5. Do periodicals circulate?	Yes. Overnight to graduate students. One week to NDSU faculty. No. Faculty from other schools.	Yes. Only to MSC faculty for one week.	No. Neither bound nor unbound.
6. How many books may be checked out at one time?	No limit to NDSU students or faculty. 3 books to students or faculty from MSC or CC.	No limit to MSC students or faculty. 3 books to students or faculty from NDSU or CC.	No limit

Chart 4. Continued.

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
7. What is the fine policy? Regular? Reserve? Recalls?	50¢ a day for periodicals 1st week grace period for books 2nd week 50¢ per book 3rd week $1.50 per book 4th week $2.50 per book All weeks thereafter $1.00 added up to $5.00 maximum. All fines are reduced 40% if paid when book returned. Send a bill during 6th week. Reserve fine is 50¢ 1st hour 25¢ 2nd hour. $1.00 each night overdue.	25¢ a week per item Reserve fine is 25¢ first hour and 50¢ for each hour thereafter.	10¢ per day to be cut in half if paid at the time book returned. Reserve fine is 25¢ per hour with no rebate. Recall fine is 50¢/day or $1.00/day for reserve.
8. What is the grace period on fines?	1st week no charge (except periodicals).	1st week no charge.	Until the overdue is pulled. Usually Tuesday night.
9. When are books subject to recall?	Anytime for reserve. After two weeks for others.	Anytime for reserve. After two weeks for others.	Anytime for reserve. After two weeks for others.

Chart 5. Policies and Procedures: Acquisitions

PARAMETER	UNIVERSITY/LIBRARY		
	NDSU	MSC	CC
1. What is the present staff of Department?	2 Librarians (2 FTE) 2 Paraprofessionals (2 FTE) 2.5 Clericals (2.5 FTE) 1 Student (15 hrs weekly)	1 Librarian (1 FTE) 1 Paraprofessional (1 FTE) 2 Clericals (2 FTE)	1 Librarian (1 FTE) 1 Clerical (1 FTE) 2 Students (20 hrs/week)
2. Do any of the Librarians spend time in Library duties other than acquisitions?	Head - 10% of time on weekend duty. Assistant - 20% of time on daily and weekend duty.	Head - 20% of time at reference desk.	Head - 6% of time on reference desk. Nights and weekends.
3. How many files are in the department (active and inactive)?	21	37	23
4. How are serials (not periodicals) renewals handled? Vendor/Publisher	By Acquisition dept. through Stechert Hafner, McGregor and European. Also Publisher.	By Acquisition dept. through Baker & Taylor and Publisher.	By Acquisition dept. through Baker & Taylor and Publisher
5. How are standing orders handled?	Placed with a vendor and kept in Kardex. See Exhibit 18.	Placed with a vendor and kept in on-order file. Also filed in the standing order file. A notebook is kept of standing orders arranged by title. This shows original letter plus any additional correspondence on this title.	Placed with a vendor (usually Baker & Taylor). Kept in on-order file and in standing order drawer. Arranged by title or by distinctive word in title.
6. How long do items remain in the Acquisitions dept. for processing? (Mean time)	3.88 days	3.21 days	Not available

Chart 5. Continued

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
7. How is the on-order file arranged?	By title	By title	By title
8. Are books on-order placed in the card catalog?	Yes. Filed under main entry.	Yes. Filed under title. See Exhibit 10.	No. Filed in small catalog.
9. At what interval are orders batched and mailed by Dept.?	Every 2 weeks	Twice a week	3 times a week
10. Is the price of the book written on the book? On shelf list?	Not on book. Not on shelf-list card.	Not on book. Yes. Estimated Price is taken from purchase order & written on shelf list. Also put on shelf list are date book arrives in Library, name of person ordering book and order number. See Exhibit 12b.	Not on book Not on shelf list card. Does place P.O. number on shelf list.
11. Does Library use an encumbrance accounting system?	Yes	Yes	No. Keep third copy of order slip in Acquisition file to show expenditures.
12. Estimate what percentage of monographic orders go to which vendors.	Abel 62% Baker & Taylor 24% European 5% Other (incl. direct) 9%	Baker & Taylor 57% Banta 13% Other (incl. direct) 30%	Baker & Taylor 85% Banta 10% Other (incl. direct) 5%

Chart 5. Continued

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
13. Are new books "paged" to locate defective copies?	No	Yes in Cataloging Dept.	Yes. Only abstracts & indexes and books over $25.00.
14. How are gift books handled?	Just as other material. Accessioned.	Ownership marks inserted as for regular.	Embossed the same as for purchased. Write name of donor and current date on inside margin of page after title page for paper editions. Enter hard cover books in accession book with author, title, publisher, date, and name of donor. Copy accession number on page after title page and on 91.

Chart 6. Policies and Procedures: Cataloging

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
1. What is the present staff?	2.5 Librarians (2.5 FTE) 1.5 Paraprofessional (1.5 FTE) 4.25 Clerk typists (4.25 FTE)	1 Librarian (1.5 FTE) 2 Paraprofessionals (2 FTE) 3 Clericals (3 FTE)	1 Librarian (1 FTE) 2 Clericals (1.5 FTE)
2. Do any of the Librarians spend time in Library duties other than cataloging?	Head - 5% of time on Reference evenings & weekends. Assistant - 5% of time on reference.	Head - 20% of time on Reference evenings & weekends.	Head - 5% of time on Reference evenings & weekends.
3. How many files are there in the Dept. (active and inactive)?	34	22	28
4. What type of card catalog is used?	Divided. Author/title and subjects.	Straight dictionary. Includes U.S. Gov't Docs. All hardbound docs. get LC number. All softbound get Supt. of Docs. number.	Straight dictionary. Includes some U.S. Gov't Docs. classed in LC. Has file of paperbacks (2 drawers), Student Assoc. Records (3 drawers), and Drama Anals (6 drawers) at end of Card Catalog.
5. Are U.S. Gov't Docs filed in the card catalog?	Yes. But very limited number. Some in LC and some in Supt. Docs.	Yes. All. Makes LC format card for all. If bound use LC number. If soft cover, use Supt. of Docs number.	Yes, But very limited purchase.
6. What classification schemes are used?	Library of Congress Dewey	Library of Congress (since 1968) Dewey	Library of Congress

Chart 6. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
7. What does a catalog card look like?	See Exhibit 13a.	See Exhibit 13b.	See Exhibit 13c.
8. How many drawers are there in the card catalog?	Authors/titles - 480 drawers Subject entries - 240 drawers	900 drawers in use	632 drawers
9. What does a book card look like?	See Exhibit 11a.	See Exhibit 11b.	See Exhibit 11c.
10. What does a spine label look like?	See Exhibit 21a.	See Exhibit 21b.	See Exhibit 21c.
11. How much original cataloging was done in April 1974?	160 titles 97 titles (March)	96 titles	102 titles
12. How long does it take to catalog a book on the average?	Normal = 16.8 days Problems which require special handling = 203 days.	Normal = 19.21 days Problems which require special handling = 28 days.	Normal = 40.9 days
13. Are theses cataloged?	Masters in LC. Ph.D. in LC.	Masters - No. Placed on reserve by author.	Yes - Student Honor Papers.
14. Are periodicals cataloged?	Yes. Dewey.* See Exhibit 14a.	No See Exhibit 14b.	No See Exhibit 14c.
15. Are phono records cataloged?	Yes. LC number, card, pocket and accession #. See Exhibit 15a.	No. Placed on cassette using accession number. Only cassette circulates.	Yes. See Exhibit 15c.

* NDSU has draped cards & pockets in periodicals as of the middle of April, 1974

Chart 6. Continued

PARAMETER	UNIVERSITY/LIBRARY		
	NDSU	MSC	CC
16. Where are catalog cards and copy obtained?	Cardset LC printed cards Typed in house NUC	Proof slip file Baker & Taylor LC Printed cards Typed in house Wilson (Curric.) NUC	MSC proof slip file (5¢/card) Baker & Taylor LC printed cards Typed in house NUC
17. How many cards are usually in a set of catalog cards?	Shelf list Main entry (2) Subject headings Added entries Title Series card Series authority file card Dept. cards NDSU card	Shelf list Main entry Subject headings Added entries Title Series card Series authority file card Curriculum Center makes 2 Sets. 1 for Center and 1 for main catalog	Shelf list Main entry Subject headings Added entries Title Series card Series authority file card
18. What modifications are made to LC copy?	Special locations and some series added. See Exhibit 12.	Some series added. See Exhibit 12.	Some series added. See Exhibit 12, 27.
19. Are Subject Headings typed across top in red or black?	Black	Red. See Exhibit 20.	Black - Baker & Taylor Red - In house cataloging
20. What is used as authority for subject headings?	LC subject headings list (7th ed. 1966) LC cards.	LC subject headings list (7th ed. 1966) LC cards. Sears for Curriculum Center.	LC subject headings list (7th ed. 1966) LC cards. Sears for Curriculum Center.
21. Does school use subject heading: Zoology - Periodicals? Zoology - Nomenclature?	Yes. Zoology - Periodicals Yes. Zoology - Nomenclature	No. Zoology - Periodicals Yes. Zoology - Nomenclature	No. Zoology - Periodicals Yes. Zoology - Nomenclature

Chart 6. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	MSC	CC
22. Does School use the cutter number as given on LC copy?	Yes	Yes. With added work marks.	Uses some cutter numbers developed in house for 20th century fiction. For example, a fiction cutter for the title (work mark) Hemingway. E 37 (LC). E 5 (CC).
23. Does School use the series entries as given on LC copy?	Usually adopts LC entries. Makes some of own.	Usually adopts LC entries. Makes some of own.	Usually adopts LC entries Makes some of own.
24. Does the Library use the new Anglo-American code?	Yes	Yes	Yes
25. What filing rules does the Library use?	1968 ALA filing code	1968 ALA filing code	1942 ALA filing code
26. Does the Library use pre-filing of catalog cards? Where?	Yes. In card catalog with Red marker.	Yes. In card catalog with Red marker. Filed by students and revised by librarians.	Yes. In small catalog by main entry.
27. How is the latest edition filed?	Last. Earliest edition is filed first.	Last. Earliest edition is filed first.	First. Earliest edition is filed last.
28. What authority files does the dept. make/use?	Series only	Series. Personal names.	Series. Personal and corporate names.

Chart 6. Continued.

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
29. How does the Dept. handle replacements with a new printing date?	Add as copy 2 on shelf list. Do not change cards in catalog.	Change dates on old cards in catalog.	Change dates on old card in catalog.
30. How many drawers are there in the shelf list file(s)?	Reference 6 drawers Main LC 75 Dewey 60 Tri-College 1 Case 1 Folio 2 Ph.D. theses 1 Masters 4 Audio-Visual 1	Main LC 120 Dewey 33 Reference 6 Reference atlases 1 Microforms (4) Quarto/Folio 7 Rare books 1 H.T. and H.C. 2	AV shelf list 2 Paperbacks 1 Reference shelf list 4 Archives shelf list 1 Rare books 1 Univ. of Michigan U.G. shelf list 12 Student records collection 1 Main LC shelf list 182
31. What special collections are maintained by the Library which require special markings or attention?	Institute room, locked case	Rare books in Conference room marked on call #, local authors, historical children's books, historical textbooks. See Exhibit 16.	Rare books in Conference room, Luther werke, honors program (student papers), local history.
32. Are branch Library locations listed in the main card catalog?	Yes	No. Chemistry Dept. has many books but not marked on cards. Music Dept. records. Not marked.	No.
33. Are special marks or guides (plastic) used in card catalog for locations, types of material, etc.?	Plastic covers are placed on cards for books in biography, index/reference tables, or media sections. See Exhibit 17a.	No plastic covers used.	Plastic covers are placed on cards for cassettes, tapes, records, and microfilms. See Exhibit 17c.

Chart 6. Continued.

PARAMETER	UNIVERSITY/LIBRARY		
	NDSU	MSC	CC
34. How are Cat. Seps. handled by Library?	Follow LC practice. Use series authority file.	Follow LC Practice. Use series authority file.	Follow LC practice. Each volume is fully cataloged as separate title. Use series authority file.
35. Do uncataloged books leave the cataloging Dept.?	No	Yes	No
36. How are rush books handled?	KWIKAT - In 24 hrs.	Faculty members may take w/o cataloging. If they can wait will catalog in 2 days.	Use temporary cards or B & T or CIP.
37. Is author information cut out of dust jacket and pasted in book?	Yes		Yes
38. What catalog or shelf list maintenance is done outside the main Library?	Filing of cards in Pharmacy and Architecture (dept. Libraries) card catalogs done by their staff. Library files cards in Chemistry Dept. library.	None	None

Chart 7. Policies and Procedures: Periodicals, Serials, and Binding

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
1. What is the staff of Serials/Periodicals Dept.?	2 Librarians (2 FTE) 3 Clerk (3 FTE) 1 Paraprofessional (1 FTE) 1 Binder (1 FTE) 3 Students (15 hrs/week)	1 Librarian (.33 FTE) 1 Paraprofessional (1 FTE) 1 Clerk	1 Paraprofessional
2. What is a Periodical/ Serial?	Anything which comes to the Library more often than once in twelve months. Annuals are serials.	Anything which comes to the Library more often than once in 12 months. Annuals are serials.	Anything which comes to the Library more often than once in 12 months. Annuals are serials.
3. How many active titles are there?	4,112 active (1,511 inactive)	1,890	1,451
4. How are periodicals stored and displayed?	Latest issue on display by Dewey number in browsing area. Bound vols. shelved in stacks by call #.	Latest issue for 50 popular titles in browsing area. Rest behind workroom counter. Bound vols. shelved by title.	Latest issue on display in browsing area. Unbound issues stored in workroom behind LD by title. Bound vols. shelved by title.
5. Are unbound issues marked?	Yes. PER. Property mark. Date of receipt. Volume and number. Blue dot. New periodicals are classed in Dewey, new serials are classed in LC. See Exhibit 14a.	Yes. Property Mark. Date of receipt. Routing code. See Exhibit 14b.	Yes. Property Mark. Date of receipt. See Exhibit 14c.
6. Are edges of unbound periodicals marked?	Yes. All three with red slash.	Yes. All three with 2 red slashes. See Exhibit 24.	No

Chart 7. Continued

	UNIVERSITY/LIBRARY		
PARAMETER	NDSU	MSC	CC
7. Are holdings noted in the card catalog?	Periodicals - No Serials - Yes See Exhibit 19a.	Periodicals - No Serials - Yes See Exhibit 19b.	Periodicals - No Serials - Yes. Bound volumes only. See Exhibit 19c.
8. Are periodical subscriptions handled through an agent? Which one?	Yes. McGregor, European, and Stechert-Hafner	Yes. Ebsco.	Yes. McGregor.
9. What Dept. in Library handles serials renewals?	Partly through Serials and partly through Acquisitions.	Through Acquisitions.	Through Acquisitions.
10. How are periodical renewals handled?	Through Serials Dept.	Through Periodicals Dept.	Through Acquisitions.
11. Does Library use successive entry for serial?	No. Uses latest entry with links to and from.	Yes	Yes
12. Can standing orders be initiated by Library?	Yes	No. State forbids the standing orders.	Yes. Uses till forbid status on Pro Forma invoice.
13. Does Library use main entry as access point?	Yes	Uses title as access point.	Uses title as access point.
14. Are bound volumes of periodicals accessioned?	Yes	Yes	No
15. How many files are there in the serials/periodicals dept.?	8 active 1 inactive	11 active	14 active

Chart 7. Continued

PARAMETER	UNIVERSITY/LIBRARY NDSU	 MSC	 CC
16. What bindery is used for journals, books, monographs?	Heckman Bindery (Paperback) Campbell - Logan (Period.)	American Bindery (Monog., Period.)	American Bindery (Monog.) Campbell - Logan (Period.)
17. What is average cost to bind?	Books - \$2.75 - \$3.00 Periodicals - \$6.50		Paperbacks - \$1.50 Periodicals - \$3.25
18. Expenditure for binding and rebinding[6]	\$23,057[6]	\$11,274[6]	\$ 4,220

1. Roscoe Rouse Jr., The North Dakota State University Library: Report of a Study. 1972. p. 8.

2. As of September, 1973 (Concordia, NDSU, MS).

3. 1973/74 Budget.

4. Since 1968.

5. Determined by dividing the number of credit hours by 15 when 16-18 hrs tends to be normal load thereby pushing up FTE.

6. U.S. Office of Education. Higher Education General Information Survey: College and University Libraries, Fall 1973. Report made for 1972/73 from each school.

7. Latest available data.

8. Under Benefits a, b, c, d, e when a staff member (Concordia) participates in all these, the monetary contribution of the College amounts to about 10% of his/her salary on the average.

9. Fringe benefits at NDSU are about 11% of salary.

Chart 8.

SUMMARY INDEX TO THE LEGAL/OPERATIONAL/MECHANICAL FACTORS WHICH OPERATE TO INHIBIT/ENCOURAGE A MERGER

Will Encourage*		Will Inhibit*	
Chart	Item	Chart	Item
1	3, 5	1	2, 3, 4, 7
2	7	2	3, 5, 6, 8
3	16, 25, 26	3	2, 15, 17, 18, 19, 20, 21, 22, 27, 28, 29, 30, 32, 33, 34
4	2, 3, 9	4	1, 2, 4, 5, 6, 7
5	7	5	2, 4, 5, 8, 9, 10, 11
6	6, 20, 23, 24	6	5, 7, 9, 10, 13, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 27, 28, 29, 33, 34, 36, 38
7	2, 7	7	5, 6, 8, 9, 11, 12, 13, 14

* Numbers Refer to Charts 1 - 7.

Acquisition (On-Order) File Analysis: The on-order file in each Library proved to be an excellent source of information about that Library and its activities. This file also provided a number of interesting insights into the general operation/philosophy of the Libraries surveyed during this project as well as the characteristics of the items each ordered. For example, it is apparent from the data gathered that a high percentage of the material ordered by each Library will be in English and will be of a current nature (either published or reissued in the last six years). See Table 11. In addition, many orders contained the LC card number which can be useful both in ordering cards and in accessing bibliographic files such as Cardset or OCLC. Library C does not regularly include the LC card information on its order slips but some (12%) of its order cards did contain this information. Additional characteristics such as the ratio of current to retrospective orders, ratio of U.S. to foreign publications, and the number of items in French, German, or Spanish from each on-order file are also displayed in Table 11.

A fairly high percentage of all items on order were published/issued in 1973/74. For each Library these were as follows: Library A 57.5%, Library B 45.3%, and Library C 27.2%. Interestingly enough this appeared to be directly related to Library size. The distribution of items on-order (sample) by their dates of publication may be seen in Table 13. Publication dates for items on order have also been plotted in the histogram for Figure 1. In all cases the curve dropped away sharply until 1968 then leveled out to a long sloping curve. Clearly most of the items required by these three Libraries will be published/issued in the last six years. There was little interest in obtaining items published before 1900 among the three Libraries. The percentages of items in each file which were published or reissued in the previous six years (1969 to date) were as follows: Library A 84%, Library B 81%, and Library C 67%. The percentages of items in each file which were in English were also high as follows: Library A 95%, Library B 97%, and Library C 92%.

Based upon the above facts (high number of current English language orders), the author feels that all of the Libraries surveyed can reasonably expect to score a large number of hits when comparing their current on-order files against the existing MARC tapes (monographs) data base. The author also feels (this is an intuitive judgment and without the necessary supporting cost data as of this writing) that the ratio of hits or successful matches will be sufficiently high to justify exploring use of the MARC data base (through OCLC) as a source for the initial verification of bibliographic copy on a purchase request as well as for the production of bibliographic copy on catalog cards. See the recommendations section of this survey for additional discussion on this point.

In order to discover what likelihood exists for batching orders, i.e. of being able to send off two or more orders for the same book at the same time, the three on-order files were examined to determine their overlap by comparing a sample drawn from each file with the entire contents of the other two. A more detailed explanation of the procedure and the calculation of a C.I. (95%) is given in the section of this report devoted to methodology.

Very little evidence of commonality was found between the three files. See Table 14. Indeed, when the sample drawn from Library A was compared with the entire on-order file of Library B only seven items were found in common. The confidence interval constructed around the best estimate (7/157) of overlap tells us that 95% of the time the probability of overlap occurring between A and B will be between .01 and .08. In effect this means that most of the time (95%), the chances of overlap being present are between 1% and 8%. Very seldom (5% of the time) will the chances of overlap be greater than 8% or 1 in 12. Or put another way, less than 5 out of 100 times will there be more than 8 of the same books in both Libraries when A is compared with B.

When Library A was compared with Library C, the investigator found the same lack of duplication. Most (95%) of the time the probability of overlap occurring was very slight ranging between less than 1% (actually .002) and 5%. Very seldom will the chances of overlap exceed 5% (4.9%). Thus we may say that the chance of overlap occurring between A and C are 1 in 20. Or put another way less than 6 out of 100 times (5% or less of the time) will there be more than 5 books in the on-order file of Library A which are also in Library C.

These same operations were performed for each Library and as the reader can see from Table 14 the chances that overlap will occur are very slim ranging from 1 in 12 to 1 in 20. There is very little overlap to be expected in the present makeup of these files and one may expect very few books to be on order at the same time by any two of the three Libraries. There is no advantage to be gained, therefore, from multiple orders for the same book.

This poses a major obstacle to the attaining of "...such benefits as large discounts and inexpensive cataloging...," referred to by Hammer and Sokolski (22, p. 125) in their description of the Massachusetts Central Library Processing Service. As these authors point out, "the greatest economies are achieved by a volume operation. If an average of at least seven copies of a book ordered at the same time can be maintained, good discounts will be had and volume cataloging can be produced. If a system gets away from the coordinated acquisitions concept, the benefits of a volume operation are lost and costs rise rapidly..." (22, p. 125). Under present conditions TCL cannot hope to attain such a goal and must, therefore, be prepared to forego its advantages.

In conclusion, it might be well to point out a few of the more significant characteristics of each on-order file noted in the course of this investigation. The on-order file at Library B also contains desiderata (not yet on order) of its own and standing orders from Library A. In addition, Library B places the annotated selection cards from Choice into its file as order cards and adds such additional information as the DPO #, fund #, CC, IP, OO, and the name of the individual authorizing that purchase to each card. There were 32 (24% of the sample) such Choice cards drawn with the sample from Library B indicating a high incidence of such use.

The on-order file in Library A contained a high percentage of orders handled through a vendor. In the sample 62% were placed with R. Abel, 24% with Baker & Taylor, 5% were placed with European Bookseller, and 9% were placed directly with the publisher. This preference was not detected to this degree in the remaining two schools where a vendor (middleman) name was not usually displayed on the order slip. See Policy and Procedures Chart 2: Acquisitions for a summary of the three Libraries in this respect. Ordering through a vendor represents a management philosophy (or bureaucratic constraint depending upon ones point of view) which will have to be reconciled should the Libraries wish to merge their T.S. processing in one center.

Questionnaires and Interviews: Although questionnaires and interviews are discussed separately in the methodological portion of this study, the findings developed as a result of the use of these two survey instruments will be discussed together in this section.

There was little overt opposition (in terms of the number of people opposed, not the strength of their feelings) to the proposed unification which surfaced in either the interviews or in the questionnaires. See Table 2. What opposition did exist, however, was both strong and quite vocal. Moreover, opposition was strongest at the clerical and paraprofessional levels in Library A and non-existent at the clerical or professional levels in Libraries B and C as reflected in both interviews and questionnaires. Note too, that there was some student opposition to the merger seen in the replies to the questionnaires. See Table 5.

Nevertheless, respondents were generally receptive toward the idea of a proposed merger and, with some notable exceptions, the general attitude exhibited in both questionnaires and interviews was that of a willingness to be convinced - a wait and see attitude without any preconceived feelings either for or against the merger. This attitude was borne out in the high incidence of "no opinion," replies to Question 1. See Table 2. This is not to say that there were no reservations or that serious opposition to the proposed merger does not exist - it does - but rather that general staff opinion at all levels is best described as either positive or willing to look at the facts. Only in a minority of cases was there any active hostility to the proposed merger.

This is not meant to imply that replies to Question 1, "I am in favor of one Technical Services Department for all three Schools," were all favorably disposed toward the proposed merger. Indeed, several respondents inserted such qualifying phrases as, "with reservations," and, "perhaps, but not 100 percent," with their answers to this question.

When all replies were arranged by the status of the respondent, there were no negative replies to Question 1 from librarians in any of the three Libraries. See Table 5. Many did respond, however, with a qualified yes, as noted above, and several raised valid qustions about the proposed merger. Nor were any negative replies received to Question 1 from clericals in Library B or C and from paraprofessionals or "other" individuals in Library C. Negative replies to Question 1 centered at the clerical, student, and paraprofessional levels in Library A. See Table 5.

Many respondents preferred "no opinion" as their answer to Question 1. In two of the three Libraries this answer was more common than the negative replies. Such a response further supports what the investigator also found during the interviews - a general feeling of "wait and see." Respondents seemed generally willing to be convinced and, with two or three strong exceptions, favorably disposed toward such a merger and willing to give the idea a try.

Much of the opposition to the proposed merger came from staff in Library A and appeared to center at the clerical level. See Tables 2 and 5. 25.8% of those replying from Library A, 17% from Library B, and 8.8% from Library C indicated that they were not in favor of such a merger. What is of more significance here is the high percentage of non-committed staff in each Library who, as pointed out earlier, answered "no opinion" to this question. It is this group whose attitude will make or break such a proposal and their existence serves to emphasize the need to keep all staff fully informed and supportive in the event that management elects to pursue all or part of the merger and/or proposed recommendations.

It is possible to further analyze this opposition in terms of the groups where it appears. It is important that no librarians in any of the Schools voted "no" to Question 1, although several expressed reservations. Opposition centered in Library A at the student, clerical, and paraprofessional levels. Of the staff in this Library who voted against the merger, 35% were students, 35% were clericals, 23% were paraprofessionals, and 5.9% were classed as "Other." In Library B of those not in favor of the merger 77% were students, 11% were paraprofessionals, and 11% were "other." In Library C of those voting against the merger all were students.

The replies of the respondents to the proposed merger as a function of their employment status (full or part time) may be seen in Table 3. In Library A positive and negative reactions to the merger were almost evenly balanced between full and part time employees. In Libraries B and C negative reaction was highest among part time employees. It should also be pointed out, however, that considerable acceptance of the proposed merger existed among part time employees.

The replies of the respondents to Question 1 as a function of the length of their employment may be seen in Table 4. Negative replies to Question 1 were highest among those who had been employed between one and three years in Libraries A and C. Length of employment seemed to have little impact upon the respondents or their answers to this question.

A word or two is in order about the replies to Questions 5, 6, and 7. These questions asked the respondent to write out his/her reaction to the three questions:

5. What do you see as the major benefits to be gained from one Cooperative Processing Center for all three Libraries?

6. What do you see as the major obstacles to one Cooperative Processing Center?

7. How and in what other areas do you envision cooperative agreements working within the three Libraries in question?

The replies were interesting and provided some insight into the varied reactions elicited by the proposed merger. Many assumed a priori that cooperative processing will always save time and money, for example. An assumption that is as yet unproved in Americal librarianship. Some stressed the increased efficiency, an assumption also unproven in any rigorous fashion. Others felt that it would shorten processing time, make for more efficient use of staff, and increase the specializations of staff/material acquired. Many felt that computer processing would become more feasible with a higher volume operation, and some reported that they felt no advantages would accrue from the proposed merger. An extract of these replies has been appended to this report as Exhibit 2, "A Digest of the Narrative Replies Written In Response to Questions 5, 6, and 7."

A final word is in order regarding the demographic characteristics of the personnel in each Library as evidenced by their replies to the questionnaires.

The populations surveyed were fairly consistent in their employment characteristics. When the status of the respondent in each Library was cross tabulated against length of service, the results were as follows: in Library A the professionals were almost evenly divided among the length of service categories with the smallest number on the staff between one and three years while several reported being on the staff more than five years; paraprofessionals were envely divided with no respondents on the staff less than one year; students with less than one year's service were in the majority at Library A, while among clericals the majority had been on the staff between one and three years. See Table 6a.

In Library B professionals with more than five years experience on the staff were in the majority; among paraprofessionals most had been on the staff between four and five years; among clericals the majority had between one and three years of service in that Library; while students were equally divided between those with less than one year and those with one to three years service. See Table 6b.

In Library C the professionals were evenly distributed between those reporting less than one year of service and those with more than five years, while one librarian reported between four and five years of service; one paraprofessional reported less than one year of service; two clericals reported between one and three years of service; and fourteen students reported that they had worked in Library C between one and three years. See Table 6c.

Overlap in Serial/Periodical Holdings: The Tri-College University Libraries Union List of Serials was considered to be a fair cross section of Library holdings (titles and subject areas of interest) for the three Schools surveyed and as such was used as an indicator to provide some insight into the amount of anticipated overlap between the total holdings of the three Libraries. See Table 16.

There were 7,453 active titles in this file as of April, 1974. Of this number 5.7% were jointly owned by Libraries A and B, 3.1% were jointly owned by Libraries A and C, and 2.7% were jointly owned by Libraries B and C. The remaining titles 88.5% are owned by a single Library. Thus we find that overlap between any two of the three Libraries, when measured as part of the total serial holdings is quite small, but when measured as a comparison of one Library with another tends to be somewhat stronger. For example, 10% of the titles owned by Library A are also owned by Library B, but only 6% of the titles owned by A are owned by C. Of the titles owned by B 23% are also owned by A and 11% owned by C. Of the titles owned by C, 16% are also owned by B. The highest percentage of overlap was found to be between Libraries B and A while the lowest is between Libraries A and C. See Table 16.

In summary, this analysis simply bore out what was discovered earlier in the study of the acquisition files. Overlap between the holdings of the three Schools is not excessive.

Diary Studies: Contrary to what the author had expected materials do spend more than one or two days in the Acquisitions Departments. This study found that items were spending slightly more than three days in each Department (Library A 3.88 days and Library B 3.21 days). No comparable data was acquired for Library C. This could be due to one or more factors: weekends, which added more days to the diary study, or processing delays within the Department itself. The author feels that weekends with their two intervening days are largely responsible for this delay.

Most items were being processed through the Cataloging Department in 16.8 days in Library A and 19.21 days in Library B. Library C is processing items through their Technical Services in 40.9 days. Note, however, that the data for Library C was collected in a different fashion and when Library C was compared with those recalculated times for Library A and B (to include only those 100 planted slips) the average processing times increased to the following: estimated mean processing time in Library A = 203 days, and in Library B = 28 days.

Staff Dispersion Study for Each Library: Staff in all Libraries spend a part of their work day in traveling to and from the various files necessary to their work. As expected this varied for a 16 trip (8 round trip) day by Library and by Deoartment. See Table 18.

The greatest amount of time was consumed in Library A by travel from Rm 106D to the Serials Department, while the least amount was required by each of the Head Catalogers in moving from their desks to the Shelf List. If these times are summed, Library B staff (Catalog & Acquisitions) are the most widely dispersed from their tools - the card catalog and the shelf list. If all travel points are considered, then Library A is the most dispersed. It should be pointed out, however, that no Library ranked best in all distance comparisons although Library C is the most centrally oriented in terms of staff moving to and from their work areas/files. Any distances (travel time) are expensive, however, and thought should be given t- the reorganization of Departments such that travel time can be minimized. For a discussion of how these figures were derived see the section in this report on Methodology: Staff Dispersion.

Flow Processing Charts: These charts are intended to show the movement of people/materials through the Acquisition and Cataloging processing cycles. From them one may easily see the following:

1. The extreme complexity of the bureaucratic constraints which affect the MSC Acquisitions Department. See Flow Process Chart B2.

2. The multiplicity of files and redundant work steps used in each Library.

3. Special steps such as KWIKAT and Department Libraries which require special handling.

4. Similarities and Differences In Processing.

FLOW PROCESS CHART A1: STEPS TO ORDER A BOOK

1. Request Arrives In Acquisitions Department. Place Current Date On Request.
2. File In Purchase Request File By Main Entry.
3. Batch Requests to Verify (Establish) Entry.
4. Check Card Catalog Under Main Entry to See If Library Has Or Is On-Order (On-Order Filed In CC Under Main Entry).
5. Add Price, Publisher, Date, etc. to Order.
6. Search Title Index of Cardset. Write Frame and LC Card # On Request Form.
7. Verify Bibliographic Information From Cardset.
8. Place Request In the to Be Typed File Arranged By Title.
9. Type Multiple Order Form.
10. Split M.O.F. and File as Follows:
    a. One Copy In Card Cataloge.
    b. One Copy In Encumbered File Under Department.
    c. Rest In On-Order File Under Title.
    d. White (Top) Original Mailed to Vendor. (Released every two weeks to vendor).
11. Book Arrives and Is Unpacked.
12. Match Book With On-Order File Records.
13. Note Date Book Arrives On M.O.F.
14. Remove Record From Department Encumbered File.
15. Add Price & Today's Date From Invoice.
16. Refile (Pink Slip) In Paid File By Departments.
17. Check Items Off On Invoice.
18. Place Book On Truck With M.O.F. Inside After Using M.O.F. to Stamp "Rec'd" on Temporary Card In Catalog.
19. Truck Goes to Cataloging.

FLOW PROCESS CHART A2: STEPS REQUIRED IN THE HANDLING OF GIFTS (MONOGRAPHS)

1. Unpack and Send Gift to the Bibliographic Search Department.
2. Gift Is Evaluated By A Librarian to Decide Whether to Keep or Not.
3. Discard Unless Decision Is Made to Keep.
4. If the Latter, Compare With Holdings In Card Catalog.
5. Discard If In Card Catalog Otherwise
6. Make Out A Book Request Slip And File.
7. Search Cardset For Bibliographic Copy.
8. If Copy Is Found Make Cards and Type M.O.F.* for Gifts File. Put Temporary Card In CC.
9. If Copy Is Not Found In Cardset, Type M.O.F. and File In CC and In Gifts File.
10. Send Book With or Without Cards to Catalog Department.

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* M.O.F. = Multiple Order Form

FLOW PROCESS CHART A3:
STEPS REQUIRED TO PROCESS STANDING ORDER RECEIPTS (SERIALS)

1. Unpack Shipment and Place By Acquisition Kardex (Rm 100).

2. Eloise Checks Item In By Writing On File the Date, Number, Author/Title, Invoice Number and Amount Paid.

3. Writes Call Number On Slip and Places In Item If Part of Series. Send to Cataloging.

4. For Items Requiring Cards Run Through Cardset and Follow Pattern For Flow Process Chart A2.

5. Type An M.O.F. for Item & Add Price. File Pink In Pd. File (Continuations). File Second Pink In Card Catalog.

6. Add Date Received to M.O.F. & Send to Cat. Dept.

FLOW PROCESS CHART A4:
MOVEMENT OF AN INVOICE FOR BOOKS RECEIVED

1. Open Box of Books and Remove Invoice.

2. Compare Books With Invoice & Pink M.O.F. File.

3. Remove Pink Dept. File Copy From "Encumbered" Departmental File (Arranged By Name of Dept. & Main Entry).

4. Refile Correct Pinks In "Paid Departmental File" In Front of Blue Flag (Flag Used to Indicate This Months Purchases).

5. O.K. Invoice - Initial & Date.

6. Arrange Alphabetically By Vendor, Inspected & Sent to Mrs. H. Johnson.

7. Invoice Goes Into Basket On Bookkeepers Desk.

8. Write Vendor Number On Invoice (H. Johnson) From Book of Vendor Account Numbers (See Exhibit 25).

9. Add Fund Number to Invoice. 4 Digit Line Item In Budget.

10. Add Dept. Number (3 Digit) to Invoice.

11. Add Expense Classification Number (3 Digits) To Invoice From Campus Charter of Accounts.

12. If An Invoice Has More Than One Fund Number, Make Duplicate Copy of Invoice to Pay. Can Use Only One Trust Fund Number & One Appropriations Number.

13. Type Purchase Order (R.F.P.) For Business Office to Authorize Payment. Can Use More Than One Invoice With One P.O. But Must Be Same Vendor.

14. Keep Green Copy of P.O. & Original Invoice In Library By Vendor For Each Year.

15. Purchasing Office Receives All Purchase Orders & Assigns A P.O. Number (5 Digit). Returns Yellow Copy of P.O. To Library.

16. Once A Month Accounting Office Sends A Transaction Register to Library Showing All Activity In An Account During That Month.

17. When Register Comes Remove Invoice and Yellow and Green P.O. From Encumbered File. Mark Red X In Upper Left Hand Corner. Check Off Transaction Register. Place 3 Pieces of Paper (P.O. Yellow, P.O. Green, Original Invoice) Into Cleared File.

18. B.K. Checks T Register.

19. B.K. Prepares Fund Summary Report For Director, Dept. Head, Mrs. J., & F.S. Plots On Graph to Show Amount Expended.

FLOW PROCESS CHART A5: PROCESSING THROUGH CATALOGING (BOOKS)

1. Begin From Chart A1 Step 19. Book Truck Arrives In Cataloging.
2. Remove All Odds From Truck
3. Truck Sent to Machine Room Where All Books Are Searched For Cards (Cardset).
4. Books Not On Cardset Are Returned To Catalog. Dept. For KWIKAT Processing. See Flow Process Chart 7, Steps 4ff.
5. Write Down Cartridge & Grame Number On M.O.F.
6. Arrange By Cartridge Number the Books On Truck and the Film Cartridges.
7. Place Cartridge In Microprinter & Make Cards.
8. Fold Cards & Place Them In Book (6 up). Make Extra Sets As Needed.
9. Return Book To Truck (M.O.F. Still With Book).
10. Return Truck to Cat. Dept.
11. Park At Cataloger's Desk.
12. Compare Cards With Title Page and M.O.F.
13. Pencil Call # Behinc Title (Verso) Page In Book.
14. Return Cards to Book & Make Statistics Count.
15. Return Book to Truck.
16. Check Flyer Form For Special Conditions.
17. Push Truck to Typist.
18. Accession Book.
19. Type Additional Cards For Added Entries Not In the Six Supplied By Cardset.
20. Arranges Cards By:

    Shelf List Card
    Main Entry Card
    Subject Heading Cards
    Added Entries
    Title
    Series Card
    Series Authority File
    Union Catalog Card For Bismark
    Include Departmental Cards As Necessary.

FLOW PROCESS CHART A6: RECATALOGING (DEWEY TO LC)

1. Select Books From Dewey Shelves.
2. Place On Truck & Bring to Cat. Dept.
3. Remove Dewey Shelf List Cards.
4. Insert Temporary Shelf List Card In Its Place.
5. Remove Main Entry Card From CC and Leave Temporary Main Entry Card In Its Place.
6. Remove All Entries From CC.
7. Decide Whether to Revise Cards In Hand (Dewey)
8. Search NUC.
9. Make Polaroid Or Xerox Of Entry Or
10. Order Cards From LC. Or
11. Make Originals From LC Copy.
12. Write New Call # On Back of Title Page.
13. Count Statistics.
14. Send Book & Copy to Typist.
15. Typist Makes Cards, Book Card, & Pocket.
16. Send All to Set In Typist Who Makes Spine Label.
17. Glue In Pockets, Mark Edges, Add Label.
18. Revise Truck Load (Paraprofessional).
19. Check Flyer For Special Conditions.
20. Check Typing.
21. Remove Departmental Or Ref. Books.
22. Push Truck to Elevator Shelving Area.
23. Unload Books.
24. Return Truck to Desk & Pick Up Cards & Departmental Cards.
25. Place Books On Shelves (For Branches) In Back of Room.

Flow Process Chart A6: Recataloging (Dewey to LC) Continued.

26. Put All Cards In Boxes For Filing.

27. Keep Pile of Cards On Reviser's Desk to Remind to Pull Dewey Temporary Shelf Slip.

FLOW PROCESS CHART A7: KWIKAT

1. Begin From Chart A1, Step 19. Book Truck Arrives In Cat. Dept.
2. Remove All Paper-Backs & Bindery Material.
3. Make Bindery Slip For In-House Binding.
4. Place Books For Heckman Bindery On Special Shelf.
5. Check Each Book For LC Card Order #.
6. Remove Books Which Have LC Card # and Put In Special Pile.
7. If Impring Is 1967-1970 Search Abel Drawer For Card. Remove & Give to Cataloger. Return Those Not Found to KWIKAT Truck.
8. Cut & Paste Blurt For Fiction. Place Other Jackets On Shelf.
9. Show Truck to Cataloger Who Removes Books Which Can Be Cataloged Easily.
10. Assign Accession Number and Place On Card, P-cket, Title Page, and In Accession Book.
11. Emboss Title Page With Ownership.
12. Make Spine Label (Do Not Use Set In)
13. Make Red Check On Spine For All Books Without Card Numbers.
14. Measure 2.5" up on Spine & Add Label.
15. Verify M.O.F. With Title Page.
16. Type Book Card (Author, Title) & Pocket From M.O.F.
17. If Dept. Copy (Arch. or Pharm.) Remove One M.O.F. & Send With Book to Dept. Library. Do Not Send KWIKAT Books to Chemistry.
18. Revise Cards, Pocket, Spine Label, M.O.F.
19. Pull Books For Arch. & Pharm. & Reference or Pink Slip (People to Notify) & Send to That Location. Reference Has A Special Shelf In Dept. For.
20. Give M.O.F. To B.S.
21. Order LC Cards and Note By Stamping Date On M.O.F.
22. File M.O.F. In KWIKAT File By Title.
23. Send Book to KWIKAT Shelf.

FLOW PROCESS CHART B1: STEPS TO ORDER A BOOK

1. Request Arrives In Acquisitions Dept.
2. Code With Allocation #.
3. Place Current Date On Request.
4. Reveiw By Acquisition Librarian Who Questions Originator As Necessary.
5. Send to Paraprofessional Who
6. Verifies If In Print & Establish Correct Title.
7. Verifies Price, Publisher, Date, Author, LC #, & Main Entry (Corporate Author).
8. Checks Against Card Cat. By Both Author and Title. Checks All Titles Automatically For Both Author and Title In CC.
9. Checks Shelves For Those Found & Circulation File Or Shelf List (To See If Lost During Recent Inventory).
10. Mark the Recommendation Form If Available In Library With Call # and Returns to Originator.
11. For Those Marked Lost Show to Acq. Librarian.
12. If Not Already In Collection Check Against On-Order File.
13. Send to Typist Who Types M.O.F., Temp. Cat. Card, Keypunch Card, Temp. Shelf List Card (Yellow LC Order Card Form).
14. Typist Clips Together For Each Title: Temp. Cat. Card, Recommendation Form, Keypunchers Form, Temp. Shelf List Form, In This Order.
15. Return Clipped Forms to Acq. Librarian, Who
16. Decides Whether to Purchase At Once Or To Hold And
17. Reviews To Determine If Dept. Has Funds And Determines Jobber.
18. File In Backlog File If Money Is Out.
19. Takes Forms Apart. Places Temp. Cat. Card In One Pile. Put K.P. Card In One Pile.
20. Temp. Shelf List & Recommend Form Stay Together In One Pile.
21. Assigns Purchase Order Number.
22. Checks Vendor File To Get A Vendor Number Or Assigns One.

Flow Process Chart B1: Con't

23. List On Scratch Sheet: Vendor Number, P.O. Number, and Special Instructions For Ordering.

24. Write Order & Vendor Number On Shelf List & Recommend Form Pile. Top Form Only.

25. Rubber Band Step 23 & 24.

26. Take K.P. Pile & Record Order & Vendor # On Top Forms. Add Instruction Scratch Sheet For K.P. Operator Listing P.O. # & Date To Be Used On Confirming Order (Send In Future).

27. Take Temp. Catalog Card Pile & Record P.O. # On Top Card In Pile. Add Scratch Sheet With P.O. # And Stamp "On Order Not Received" With Note To File In Card Catalog.

28. Write On (#20) Above & Stamp Order # On Each Item In pile. Then Place Temp. Shelf List Card And Recommend Form In On-Order File Clipped Together. Keep Work Slip To Show That All Returns From Computer Center.

29. Take Pile (#26) Stored In File Until Clerk Can Go To Computer Center & Do the Actual Punching.

30. Do Keypunching Of Order & Updated Vendor File.

31. File Temporary Cards In Card Catalog And Note Any Duplicates Which Have Crept In.

32. Put Card In Computer Which Generates Preliminary Purchase Order (2 Parts), Updates Vendor File. Run A Trial Balance Twice Weekly.

33. Special Reports Received Computer. Claim Letters. Run For Each Account.

34. Pick Up Order Forms (Prelim.). Balance Sheets. Cards Used To Punch Input Data. Record Of Vendor Updates. Error Record.

35. Check Preliminary Orders For Accuracy & Keypunching.

36. Return Errors To Computer Center For Correction.

37. Type Publishers Address On Vendor's Form. Gives the Seller the Address Where He Can Order The Item Himself.

38. Delete From Preliminary Orders Any Items Found In Card Cat. Update Accounting.

39. Stamp Order With Name of Head of Acq. Dept.

40. Burst Form. Send Original to Vendor. Carbon Filed As Record of Purchase By Order Number Assigned In Earlier Step.

Flow Process Chart B1: Con't

41. Return Original To Head of Acq. For Mailing.

42. Send All Requests to Head Librarian For Review & Mailing.

FLOW PROCESS CHART B2: BOOK ARRIVAL CYCLE

1. Unpack New Shipment.
2. Remove Temporary Shelf List & Yellow Requisition Form From On-Order File & Place In Book.
3. Stamp Current Date In Accd Box On Recom. Form.
4. Compare Books & Invoice In Shipment.
5. Place Check Mark By Arrivals On Invoice.
6. Mark Date of Receipt On Preliminary Purchase Order (Computer Form).
7. If All Items On the Invoice Arrived (Invoice Complete) and
8. All Items On Preliminary Purchase Order Arrived.
9. Attach Steps 7 & 8 Together.
10. Send Book On To Cataloging.
11. Use Information In Step 9 to Complete the Computer Load Sheet With Price Changes, Cancellations, etc.
12. Verify & Note Cancels On Computer Load Sheet.
13. Send to Computer Center Twice Weekly For K.P.
14. Combine Up to 13 Invoice Numbers On One Confirming Purchase Order to A Vendor (State of Minn. Purchase Order). Use Load Sheet For Computer.
15. Issue One Request For Payment For #14.
16. Computer Interval Requisition Form Generated. Computer Generated State Purchase Or Confirming Purchase Order (Preprinted Purchase Order Form) Generated.
17. Internal Req. Form Then Becomes Way For State To Encumber Funds and With the State Purchase Order Form Returns to the Library. Generated In Computer Center.
18. Both Documents With An Updated Balance Sheet Return to the Library.
19. Compare With Load Sheet And If All Is O.K. Then
20. Confirm (State) Purchase Order Errors Corrected By Library.
21. Now Internal Req. Forms (Computer Printed), Preprinted State Purchase Order Forms, and Third Stack Is Summary of What Is Being Paid For.
22. Check All Against Initial Invoice.

Flow Process Chart B2: Con't

23. Check Address To Be Paid.

24. Attach State Purchase Order Form (DPP*) To Five Part Computer Form (Showing Items Purchased).

25. Attach Internal Requisition Form.

26. Attach Initial Invoice.

27. Return 24, 25, 26 to Acq. Office For Signature of head Acq. Orders Burst.

28. Record Invoice On Confirming Order Sheet. Add Credit Memo On Top.

29. Type Card Showing Vendor Name, Invoice Number, & Order Number With Credit Number For Advance Payment. File Card In Paid Invoice File. (Arranged Alphabetically By Vendor) and Numerically By Invoice Number Or By Date of Invoice.

30. Confirming Order Sheets Are Filed With Preliminary Order For These Items In Preliminary Order File.

31. Confirming Order Tab. Cards Filed Until Budget For That FY Is Expended.

32. Take Pocket From #27 Burst Forms. File Dept. Purchase Order (Preprinted Order Form) In Internal Req. Form Notebook By Preliminary Order Number.

33. Send To Business Office: Credit Memos, Internal Requisition Form, Pink Copy of State Purchase Order Form (Preprinted), With Vendors Invoice (Dated With Receipt).

34. State Makes Payment.

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* DPO = Dept. Purchase Order

FLOW PROCESS CHART B3: HANDLING OF GIFTS

1. Unpack and Review To Eliminate Those Not Wanted. Place Unneeded Gifts In Gift & Exchange Section.

2. Check Against Card Catalog.

3. Check Against Shelves To See If Holdings Are In Better Shape Than Gifts.

4. Type Up Book Request Form "MSC Recommendation"

5. Type Multiple Copy Order Form To Include: LC Card Order Form (Cat. Dept. Uses As Temporary Shelf List), Keypunch Form (Discarded), Temporary Catalog Card (On Order Not Received).

6. Date Form As To When Received.

7. Burst Form and File Temp. Card In Catalog.

8. Clip Remainder Togehter & Send to Cataloging Dept.

9. Acknowledge.

FLOW PROCESS CHART B4: CHECKING IN OF U.S. DOCUMENTS

1. Package Arrives.
2. Open and Check Shipping List (Selective Deposit).
3. Type Claim Sheet For Those Not Received.
4. Write Call Number On Document From Shipping List. See Exhibit 9.
5. Stamp With MSC Property Stamp.
6. Copy Item # (Shipping List) Below Stamp.
7. Type 3 x 5 slip In Dup. For All Documents Received.
8. File One In Shelf List (Documents Shelf List) By Sut't Docs. #.
9. File One In U.S. Documents Temp Shelf List Arranged By Title On Doc.
10. Type Documents List "U.S. Government Publications Received By the Library April 16-30, 1974." By Call #. Send One to Depts. One to Faculty Members.
11. Every Two Weeks Match U.S. Docs. Temp. Shelf List (#9 Above) Against Proof Slip File.
12. Remove Those From Proof Slip File.
13. Type Call # On Card.
14. Xerox Card.
15. Type the Tracings.
16. Give to Doc. Librarian to Verify.

FLOW PROCESS CHART C1: STEPS TO ORDER A BOOK

1. Request Arrives In Order Department.
2. Student Searches Card Cat., Small Catalog & On-Order File For Duplication.
3. Remove Items Already Have Or In-Process.
4. Check Remainder Against BIP (U.S.) Publishers' Catalogs to Find If Its In Print & To Veryfy Entry. Do Not Check NUC.
5. Return Cards To Acq. Librarian For Revision. Add Price, Publisher, Fund Number, Series From Student Searcher. Acq. Librarian Batches By Jobber.
6. Give Orders to Typist & Prepare Purchase Order & Multiple Order Slips.
7. Purchase Order Divided By Clerical & Mailed As Per Instructions of Acq. Librarian.
8. Place Order Slips (3 x 5) In On-Order File By Title.

FLOW PROCESS CHART C2: BOOK ARRIVAL CYCLE

1. Unpack New Shipment.

2. Remove Order Slips From On-Order Drawer (3 x 5)

3. Put In Book (Order Slip)

4. Write In Pencil On Front Page of Book After Title Page the Source of Book, Date Received, P.O. Number, and Fund Number.

5. Page All Books Over $25.00. Mark h.p. On Those Not Paged.

6. Add In-Process Slip to Book. Mark If Needs Paging.

7. Write On Blue "Processing Slips" Dates When LC Cards Ordered. Note If CIP Is Available & the Call # If Added On Series. Note If In Essay & Gen. Lit. Index.

8. Emboss Book With Property Stamp On Title Page and P. 91.

9. Write Actual Cost On Green Slip From Multiple Order Pack.

10. Leave Pink Slip In Book With Blue "Processing Slip."

11. Put White Multiple Order Slip On Acq. Desk & Stamp With "In Process Stamp." Punch Hole In Bottom & File In "Small Catalog."

12. Returns Book Truck to Acquisitions Librarian Who Compares Pink Slip With the Book.

13. Remove All Paper Bound Volumes.

14. Sensitize For Circulation.

15. Carry in Those Which Need Paging

16. Push Truck to Cataloging.

FLOW PROCESS CHARTS C3: PROCESSING THROUGH CATALOGING

1. Begin From Chart C2. Truck Arrives From Acquisitions.
2. Books Separated By:
    a. Additions & Replacements & Serials
    b. Books Which Have Cards (Baker & Taylor)
    c. Books For Which LC Cards Were Ordered At the Time the Book Was Ordered.
    d. Books Which Need to Have LC Card Ordered
    e. No LC Card Number In Book
3. Remove And Place In A Pile All 2a Items Above.
    a. Remove From Truck
    b. Placed In A Pile
    c. Taken To Shelf List By Student Assistant
    d. Match Book To Shelf List By Call Number On Processing Slip (Blue) Call # Put Here By Acquisition Librarian.
    e. Pull Shelf List Card
    f. Remove Cards From Catalog
    g. Returns Book Shelf List & Card Catalog Cards To Cataloging Assistant.
    h. Catalog Assistant Adds Information To Cards & Writes Call # In New Book
    i. Book Sent To Cards & Pockets Typist
    j. Types Cards & Pockets
    k. Send All To Paster With Its Pocket
    l. Paster Glues In Pocket & Date Due Slip & Sends Book On To Labeler.
    m. Labeler Types & Cuts Label & Puts Into Pocket Of Book.
    n. Labeler Sends Book & Label To Reserve Desk to Have the Label Put On And Book Jacket Removed. Stamp Foredge.
    o. Place Book Label On the Spine of the Book at 1 3/4 Inches From the Bottom
    p. Cut Out the Author Information and Tape Into Front of Book.

Flow Process Charts C3: Con't

- q. Stamp Edges. Make Sure Your Stamp Pad Is Properly Inked. Stamp Firmly and Darkly.
- r. All Book Jackets (Except Those for Browsing) Should Be Left At the End of the Books On the Top Shelf. Jackets Should Be Left On "Browsing" Books.
- s. Sign the Processing Slip For Each Book You Did.
- t. When the Above 5 Are Completed, Put This Book Truck Behind the Reference Room Desk and Mark "Ready to Check."
- u. Goes to Reference Librarian to Check Call Number & Label, Spine, Pocket, & Number In Pencil On Back of Title Page
- v. Book Truck Comes Back To Ironing Station (Student Assistant)
- w. Set Aside For Director To Look Over.
- x. Held In Corner Of Cat. Dept. Until Friday.
- y. Send To New Book Display Area.

4. Remove And Place In A Pile All 2b Items Above.

   - a. Send To Catalog Assistant.
   - b. Makes Shelf List Card.
   - c. Checks To Make Certain Cards & Book Match
   - d. Puts Order Purchase Number On Shelf List Card & On Back Of Main Entry Card.
   - e. Sent To Cataloger (Head).
   - f. H.C. Checks Class. Number Against Shelf List.
   - g. Places Temp. Shelf List Card In Shelf List.
   - h. H.C. Checks Subject Headings In LC List of S. Headings.
   - i. Add To Book the Subject Heading Used.
   - j. Check Series Against Series Authority File (H.C.)
   - k. Add Necessary Series Tracing.
   - l. Add Title Tracing
   - m. Check For Name Cross Reference In Name Authority File.
   - n. Writes (H.C.) Call Number On Back Of Title Page.

Flow Process Chart C3: Con't

o. Marks Shelf List With Green Mark Then Order Number On Shelf List.

p. Book With Cards & Pockets Goes To Cards & Pockets Typist

Continue As In Step 3i Above.

5. Remove And Place In Pile All 2c Items Above.

a. Checked Against LC Card File Of Cards Which Have Arrived. Order Slip Has Date Cards Were Ordered.

b. Cards Removed & Put With Book.

c. Cat. Ass't Compares Book & Cards.

d. Write Corrections On A Slip.

e. Write Call # From Card On LC Order Lip.

f. Give Book & Cards To H.C.

g. Check For Accuracy, Series, Subject Heads, Add Series, & Title If Needed.

h. Stamp Current Date On LC Card Order Slip.

i. Place LC Card Order Slip In Shelf List.

j. Send Book & Cards To Typist.

k. Typist Makes Shelf List Card & Types Card & Pockets.

l. Return To H.C. For Checking & Remove Shelf List.

m. Cards Go To Typist For A.E.

n. Books Go To Paster & Follows Step 3 Above.

6. Remove And Place In Pile For Student Assistant All Books In 2d Above.

a. Types LC Order Slip Using LC Card # From Verso Of Title Page.

b. Stamps Today's Date On Processing Slip & In Book On Verso Of Title Page & On Order Slip.

c. Place Slips In "LC Slips To Be Mailed Drawer." When Thirty Accumulate Mail To LC.

d. Put Books On Back Wall By Title.

e. Hold Until LC Cards Come

Proceed As In 5b Above.

Flow Process Chart C3: Con't

7. Remove And Place In Pile All 2e Items Above.

    a. Give Book To Student Assistant To Search For Card Number. Find Number And Write Card # In Book And Proceed As in 6.

    b. Finds Bibliog. Copy But No Number.

    c. Write On Slip & Give To Cataloger the Location Source of Copy.

    d. Cataloger Finds or Establishes Class Number.

    e. Cataloger Verifying In Book.

    f. Give NUC Volume Source and the Book Itself.

    g. Types Main Entry and Returns to Cataloger For Verification.

    h. H.C. Gives To Card And Pocket Typist.

    i. Types Card and Pocket and Pink Slip Plus Book Card.

    j. Typist Returns to H.C. Who Files Pink Slip In Small Catalog.

    k. Book Sent to Paster to Put In Pocket.

    l. Card Sent M.S. To Be Xeroxed With Note On Number.

    j. Send Book To Shelves As Soon As Pocket Pasted In.

    n. Cards Return From M.S.

    o. Typist Puts On Added Entries.

    p. Return Cards To H.C.

    q. Put In Holding Area Shelf For Small Catalog. Once A Week Filed In Small Catalog.

    r. Small Catalog Is By Main Entry.

    s. After Cards Are Put In Small Catalog, H.C. Sends Shelf List Card Into Acquisitions Where Records Are Pulled. Return Shelf List Card.

    t. Hold Shelf List Card Till End of Month In Order to Make "Monthly List of Books Cataloged."

    u. File Into Shelf List.

    v. When No Bibliographic Copy Is Found Use "Preliminary Cataloging" Copy Form.

FLOW PROCESS CHART C4: ORDER CYCLE - DIRECTOR'S OFFICE

1. Send Invoice, Purchase Order (Yellow) and Green Order Slip to Director.

2. Secretary Transfers Actual Cost of Book From Invoice to Green Slip Plus Postage and Card Costs (25¢ per Set From B & T). Postage Is Divided Equally Among All Books On Invoice.

3. Secretary Holds and Separates By Dept. Charged and Runs Adding Machine Tape.

4. Green Slips Returned to Acq. and Kept Till End of FY. At End of FY Sent to Dept. Charged.

5. School Does Not Run An Encumbrance Accounting System. Sends Monthly Statement To Any Dept. Which Does Not Spend All Their Money.

6. Director O.K.'s Invoice and/or Statement (Monthly), Writes Dates of O.K., Code For Library and What Was Used Within Library.

→ 871-44
Gen. Lib   Films
Budget
-10 Travel   Campus
-01 Supplies

7. Send Purchase Order With Invoice to Business Office.

8. Standing Orders Handled By Sending White and Yellow P.O. Forward. Also Any Prepared Or Non-Invoiced Items Handled With White and Yellow. Both Sent to Business Office and All Must Go Through Director's Office.

Cost Study: Unit costs were determined for the Acquisitions and Cataloging Departments in each Library. See Table below for Summary and Table 22 at the back of this report. Figures were calculated using the algorithm described earlier in the Methodology portion of this report. It is importantto realize that these costs represent approximations and will fluctuate during the year. What is shown here is a best estimate of the mean unit costs for a 12 month (FY) period.

SUMMARY OF TABLE 22

Department	Library Unit Costs		
	X	Y	Z
Acquisitions	$3.384 per item received	$3.212 per volume Accessioned	$2.408* per item received
Cataloging	$7.51 per title cataloged	$4.75 per volume accessioned	$4.718 per volume added

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* 1972/73

RECOMMENDATIONS

General and Administrative:

1. It is presently impossible to recommend the merging of the three Technical Services Departments into a single processing unit. This recommendation is based upon any single finding but upon the picture presented by all of the findings, i.e. when they are taken in the aggregate. This recommendation is not meant to imply that a merger at some future date is an impossible goal or that progress toward a merger of the Technical Service Departments in these three Libraries is not feasible. The author wishes to convey here only that under the conditions which presently obtain within the three Schools creation of a single processing unit is not economically, politically, or procedurally attainable. The remaining question, when and under what circumstances such a move might be possible, is an even more fundamental one and hinges upon the desires of the Directors and their various staffs to create a single administrative unit for the three Libraries. Once such a philosophic position has been attained there will arise a number of operations which can be merged and/or regularized between the three Schools. See the Findings section of this report titled Policies and Procedures Charts for guidance.

A list of recommendations follows that, if accepted, will create a climate in which such a merger could prove to be of benefit to all concerned. The author proposes, therefore, that instead of an immediate forced melding of the three Departments into one unit more linkages be established, and that from this evidence of cooperation mergers be allowed to evelve through practice and negotiation rather than mandated from above.

2. Certain philosophic differences and approaches in the organization and use of library materials exists among the professional staff members in each of the three Libraries. These must be reconciled either through the efforts of a task force, one of whose specific charges would be the reconciliation of variant points of view, or by means of public debates (seminars) which would enable all parties to present their views in open hearings for the consideration of all concerned. The author recommends, therefore, that functionally oriented (Acquisition, Circulation, Cataloging, Serials, etc.) task forces be established for this purpose. For example, one such variant practice which surfaced during this investigation and needs attention was seen in the cataloging of periodicals. See Policies and Procedures Chart 7: Periodicals, Serials, and Binding.

It is also possible to resolve these procedural differences by means of the exchange of personnel and/or the drafting of change documents. Such documents would be prepared by the visitors after a period of time spent working in their respective counterpart Departments, and then subjected to response/review by the staff in both Libraries until a consensus was achieved.

In any event, it is the recommendation of this investigator that task forces composed of functionally similar colleagues in each of the three Libraries be established in order to discover and/or create regularized procedures for each of the three Libraries and to maximize the number of such procedures with a view to an eventual merger. The only inflexible charge to be given to such bodies is that they must reach a consensus.

3. That the three Libraries continue their policy of staggered hours and that these hours be regularly publicized in each of the other two Libraries and kept current.

4. That a search begin at once for a central storage facility (28) to contain all lesser used materials. Such a facility could be either leased or purchased but should be close enough to permit easy access from any of the three Libraries. The primary purpose of such a facility is storage and careful consideration should be given before allowing general public access or the purchase of such amenities as rugs, lounge furniture, or drapes. This should be a utilitarian structure whose primary purpose is the storage under controlled humidity and temperature of all lesser used library materials. Access to stored items must be guaranteed within 48 hours. Other colleges/libraries in the area should also be invited to participate in the interest of minimizing costs.

It is this author's belief that a high percentage of each collection (30 to 40%) can be moved into storage with a minimum of inconvenience to the library user. Such a move is supported by the work of Trueswell (33, 34) and an unpublished report from the State of California (Report PR-70, p. xiii, June, 1973) which says in part that, "Studies of collection utilization... have consistently shown that a relatively small portion of the collection supports a surprisingly high volume of total use. Usually, about one-third of the collection supplies over 80 percent of its use...Cooperation is therefore seen by professional librarians and educators as a way of (1) providing broader coverage by improving access to collections elsewhere, and (2) achieving economies by minimizing the duplication of infrequently used materials...."

5. That the three Schools work toward developing a uniform student, faculty, and staff I.D. card/number which would be unique to the owner and acceptable in each School. This would have numerous advantages throughout the system and would enable the owner of an I.D. number to check out books, take courses, pay bills, and receive a paycheck with one basic identification. It would also facilitate the movement of individuals throughout the system and the accumulation of statistical information for management. The logical candidate for such a system I.D. number is the social security number.

6. Recommendation 5, were it to be implemented, could lead naturally into the creation of a single central address file (computer produced) for all members of the Tri-College system. Such a file would be kept up-to-date quarterly and should be arranged to show all students, staff, and faculty by name, SSN, and/or School.

7. It would greatly facilitate the sending of overdue notices and eliminate the payment of postage if a way could be found to route overdue notices for delinquent library borrowers through the campus mail of the

borrower's School. The mechanism could be the shuttle service to the mail room on each campus. With this goal in mind, campus directories for each campus should also be available at each loan desk. These could be easily prepared as a by-product of Recommendation 6.

8. In this connection it would also be of value to establish a uniform fine system as well as a method for the payment of lost books. Recommendations in this area would be a logical project for the Task Force of Circulation Librarians. See Chart 4.

9. That strong implementating legislation be drafted which would permit the transfer of funds and/or services between Schools and across State boundaries. This should be presented to each of the concerned States. Emphasis must be on accountability, requisite audit trails, and the saving of dollars rather than on the expanding of services. The present system of purchasing used within the State of Minnesota poses very serious obstacles to any cooperative efforts.

10. Libraries should work to establish the premise that once a student enrolls on a campus or becomes a legal member of that campus community, any materials on any of the other two campuses are available to him. This should be extended to all items including curriculum materials and unbound periodicals.

11. That the office of TCL Coordinator be asked to present to the Directors a proposal showing costs, requirements and benefits to be derived from the production of the following union bibliographies/tools and that these be considered surrogates for a system-wide book catalog until a machine readable data base can be constructed:

a. Special Curriculum Material Bibliographies such as a list of special educational materials (kits, games, etc.), films, records, or non-book materials available in each Library.

b. Reference books abstract/indexing tools, atlases, rare books, or special collections.

c. Items on standing order or listed in the on-order file.

d. AV material owned by each Library with appropriate KWIC/KWOC indices.

e. Production of a machine readable series authority file to merge those now produced/used in each Library.

12. Although the temptation and impetus is strong toward adoption/production of one monolithic union book catalog showing monographic holdings for the three Libraries, the author feels this solution will not prove to be viable in the long run. Indeed, there are many serious reservations about the efficacy or timeliness of any book catalog and extreme caution with a careful review of all options should be used when considering such a project. There is still considerable debate within the profession over their utility

(21) and as Allison (21, p. 113) so aptly points out, "...programs to convert to a book catalog should not be undertaken with the thoughts of making monetary savings...." Difficulties can be expected in the preparation of initial input (conversion) and in maintaining the currency of the file. Indeed, bibliographic records are by their very nature extremely volatile and any system which does not take this into consideration faces very serious user problems.

There are a number of interesting alternatives now available or just over the horizon for data base construction and update which could result in a record that is always current. These options should be investigated before any commitment is made. This author challenges the utility of a printed book catalog when compared with a computer produced record which can be made useful to both the patron and the librarian. As Kilgour (24, p. 138) points out, "...the computer has made possible a less costly bookform catalog that can be kept more up to date than could manual bookform catalogs...."

In addition, book catalogs are very expensive (as are computer data bases) but unlike the computer generated file, book catalogs become less and less valuable as they get older, while a computer maintained file becomes more and more valuable as time passes. At the very least, it is recommended that if a book catalog is produced, it should be prepared in a format which is easily adaptable to machine processing.

Some of the alternatives which bear exploration are as follows:

a. Purchase of a data base already in machine-readable form (for example MARC) and tag those items owned by each of the three Libraries. Then use this to prepare a book catalog.

b. Convert existing shelf-lists to an OCR type font adding necessary tags and field delimeters. Then use as desired to generate author, title, subject headings or key-word lists.

c. Convert existing shelf-lists to machine readable form using key punch and tab each equipment.

d. Explore the possibility of a connection with the OCLC Network as a source of cataloging copy, for the accumulation of a bibliographic data bank (without the necessity of a large scale retrospective conversion), and as a union list of monographic holdings.

It is the feeling of this author that this latter (d) approach has much more potential than the use of microfiche for the creation of a printed book catalog. It can be done for the same or less dollars than a large scale retrospective conversion project using the more conventional fiche or film.

13. It would encourage the development of functional standardization within the three Libraries if uniform job descriptions could be developed throughout the system. The author is well aware that this may not be possible at all levels because of differences in the Civil Service requirements between

the two States concerned, but it should be attainable at the professional levels even if done only for Department Heads. Such an exercise would also serve to point up differences in responsibilities which would have to be reconciled were a merger to take place. The author recommends, therefore, that uniform job descriptions be prepared for all professional, paraprofessional, and clerical (whenever possible) personnel in the three Libraries concerned.

14. There is no single best existing physical plant in which to place the proposed cooperative center in terms of distances between work stations and files in that Library. See Findings on Staff Dispersion and Tables 17 and 18. If one examines the unused floor space in each Library, however, Library B is the best choice.

15. Spine labels should adopt uniform spacing, abgreviations, type face and format in order to facilitate the creation of a uniform product. The best label appeared to be that of the Se-Lin product now in use at Library C. This system has advantages (easy to read, make, and attach) which should be explored by the other two Libraries. See Exhibit 21c.

16. That the possibility of creating or utilizing a regional periodicals data bank such as that now utilized by the Kansas City Regional Council for Higher Education (28) be explored. Or, as an alternative, investigate the possibility of acquiring membership in one already existing such as the Associated Colleges of the Midwest Periodical Bank.

Acquisitions Function:

1. All collection policies should be formally codified for the benefit of funders, users, and librarians into a single document for use by the three Libraries.

2. The first priority in each Library should be the creation of a strong undergraduate collection to support the immediate needs of its largest constituency. Duplication can and often does occur at this level because of the heavy pressure placed upon the collections, ant it should not be considered undesirable.

There was some criticism of the present informality in collection agreements between Acquisition librarians. As one Dean pointed out to this investigator, "Cooperative purchasing lacks a sense of urgency. Schools must be able to demonstrate real savings for the contribution each makes to the central authority." The author is recommending, therefore, that a set of collection guidelines be drafted and implemented. These must provide both philosphic and action guides. Such a document will contain both a protocol and a rationale for the purchasing of materials with specific emphasis upon the necessity/benefits of cooperative purchasing. It would formalize and codify collection development by delineating collection goals, specializations, individual areas of excellence, and how these can be made to complement similar programs in the other Schools. It should also include collection emphasis by type of materials, by subject, by programs, and by language. Specifically this document would include and stress:

a. The urgent necessity for cooperative purchasing and collection building with control mechanisms to guarantee that such policies are enforced. For example, a selection committee composed of Acquisition Librarians from each School, any member of which could veto any purchase to be acquired with Tri-College money. The committee should meet at least monthly to consider all purchases and to vote on those from Tri-College money.

b. The necessity for demonstrating real savings.

c. Assurance that any purchases over X dollars (an amount to be set and agreed upon by the Library Directors) must be reviewed and passed by this committee.

3. More concerted efforts should be made to transfer and consolidate holdings of lesser used serials and/or periodicals as was done in the transfer of Pastoral Psychology.

Cataloging Function:

1. That all Cataloging Departments consider the placing of a main entry card for new acquisitions in each of the other card catalogs. This follows and supports an earlier proposal made by the Rouse report (1, p. 1) in 1972 but modifies the original proposal to suggest the use of color coded paper stock instead of a stamped location symbol. This would minimize the need for tracings and make such cards more easily identifiable to the user. No second card should be added when the Library already owns a copy of the book under consideration. This device would also work to create uniform entries for the same book. For example, same book in LC in one Library and Dewey in another. See Exhibit 13.

2. That the conversion of books classified in Dewey to LC continue but in a modified form such that only those which go through the Loan Desk (actually checked out by a bona fide user) are reclassed. This practice would result at the end of two years in a residue of unused books whose value to that Library could then be reexamined in light of their usefulness to the programs of that School, their currency, or the need to keep a copy within the region. A valid decision can then be made on this evidence to keep or discard the item.

3. In this connection the author also feels it would be wise to adopt uniform classification practices for the handling of periodicals and recommends that they all be placed in LC.

4. In-house classification schedules should be dropped and efforts made to adapt a uniform classification schedules. This applies to all types of materials including those in curriculum collections where this discrepancy first came to the author's attention. The author recommends that the LC classification and the LC card format be adapted throughout the system.

5. The Card-Set file is underused. It is recommended, therefore, that all books (with 1969 or later imprints) waiting for LC cards be run through card-set before any cards are ordered. The author would like to stress the need for as much centralization of card production as possible. In this connection Library B should seriously consider eliminating its proof slip file. This may be inconvenient to Libraries B and C, but both have a ready source of bibliographic copy now largely untapped. The author is aware that objections have been raised in the past to the use of card-set on the basis of its appearance, nevertheless, those cards currently produced were found to be quite acceptable and although not perfect they were legible. Legibility should be the final test of a card's usefulness and not its overall cosmetic effect. The trade-offs are to wayt for LC copy and/or to utilize a proof slip file whose maintenance is costly in both space and staff time. In addition it is never completely up-to-date.

6. The author would also like to stress the need for more sharing of the catalog cards available for large sets purchased on microfilm. These are difficult to find and seldom used materials whose presence should be made known throughout the system. See Exhibit 22.

7. Recommend that all Libraries purchase and use the latest revisions of subject headings published by the Library of Congress and the University of California, *Library of Congress Subject Headings Supplements: 1966-1971 Cumulation* (3). As a Library tool this will increase uniform practice. Deviations from this document should be allowed only upon approval of the Library Director concerned and with the recommendation of the Cataloging Task Force.

8. In this connection the investigator would also like to recommend that consideration be given to the creation of a single series authority file in machine readable form. A program could be written in the Coordinator's office for merging the three authority files using a search key algorithm such as that proposed for OCLC (19, p. 312) as the sort/merge algorithm. This should be done in such a way that any differences will be displayed on the print-out. This could also serve as a working document for the Cataloging Task Force in the merging and reconciliation of the three series authority files into one standard listing. Precedent already exists for such a file at the University of Minnesota and further help may be available from this quarter (4).

9. That the three Schools review the various cataloging practices/codes now used in the handling of audio-visual and/or nonprint materials and recommend to the Directors a uniform code or set of guidelines for the processing of this material. Such recommendations can be based upon any one or combination of the following references: Arizona State University (5), Daily (6), Horner (7), Shifrin (8), Weihs *et.al.* (9), Taylor (10), Library Association (11), Association For Educational Communications and Technology (12), Library Association (13), and Johnson *et.al.* (14).

10. In addition to the above there were a number of miscellaneous practices common to two or more of the Libraries studied which merit comment. In the interest of economy, the author has grouped these practices together suggesting that each might be reviewed and/or abolished altogether. These practices are as follows:

a. The use of an accession number. While it is true that the adoption of such a number facilitates the keeping of statistics (additions to Library holdings), provides an easily established unique identifier for the piece in hand in the event of such a need, and is presently required for some items (cassettes, phono records) as the only unit identification, it is the feeling of this investigator that its use/maintenance requires a disproportionate amount of high priced professional time which could be better spent elsewhere. It is not our intention that the accession number be abandoned where it is the only identifier, i.e. those items on which no call number is used, but only in those cases where it serves merely to distinguish physical pieces and their history or location - a practice which is equally well performed by the call number.

b. Use of the call number, author, and title on the book pocket is an exact replication of information which is already available on the book card. See Exhibits 11a, b, and c. The motion saved by this practice is that of the discharging clerk matching returned books with their book card from the file. Such a function can be performed equally well by comparing spine label and book card. One must realize too, that comparing need be done only for those items which circulate while book pockets must be typed for every book which could conceivably circulate. It might also be worthwhile to compare the costs of those pockets now used (with a date due matrix printed on them) with the cost of a plain (with or without ownership marks) pocket and a separate date due slip. See Exhibit 11a. In addition to its cost differential, the latter (plain pockets and date due slips) have the added advantage that when the date due slip becomes full it can be easily removed and a new slip glued in. It is not necessary to prepare a new pocket. Examples of plain pockets and date due slips accompany this report as Exhibit 5. Plain pockets and date due slips used by all three Libraries may also be obtainable at a better discount than when purchased separately.

c. Stripes on the foredges of all unbound periodicals serve no useful purpose, are expensive, and time consuming to apply. There are strict entrance/exit controls in each Library and, in addition, every issue is stamped with a property mark and the date received on the cover. In view of this, marks along the edges appear redundant and should be abandoned. See Exhibit 24a and b.

Library A:

1. That consideration be given to the hiring of someone to assume responsibility for coordination and supervision of all Technical Service operations. The volume of work, the budget, and the number of staff to be supervised are such that the entire Library would benefit from the addition of such a position to the staff.

2. The Cataloging Department is in serious need of reorganization. During his visti, this investigator was struck by the general untidiness and crowded conditions of the room. Not only is it crowded with people and

books (many of which have been awaiting processing for some time. See Chart 6 Policies and Procedures: Cataloging), but there seems to be a general lack of organization of both space and work flow. In addition, the author suggests that a systematic reviewing process be initiated in order to prevent the development of uncontrollable anonymous backlogs (20, p. 131). KWIKAT is one answer to this problem, but it does not alert the Department Head to all books which have been in the Department longer than a predetermined time span as a control monitor would do.

Although it is a commendable idea, KWIKAT requires double handling and in one sense represents a backlog. Consideration should be given to the immediate processing of any books with CIP (rather than using KWIKAT) and to the implementation of a control mechanism which would alert the Department Head to all items in the Department longer than X days. An example of such a device could be a color coded strip attached to or placed in any item awaiting processing.

3. The vendor master file (prepared in the Business Office of School A) on computer print out is awkward and hard to use. It does not conform to modern accounting practices and lacks sufficient update capabilities to make it a viable tool. Numbers are assigned to each vendor such that the list can be alphabetically arranged by vendor name on the computer. Whenever all numbers in a block have been used, however, the name of a vendor may be out of sequence by as much as one or two pages. In addition, no way has been provided to keep the file (list) current by weeding from day to day. Indeed, this investigator found vendors in the file whose last activity with the School was 12-29-71. For example, see Exhibit 25, xerox master file copy 00093 ACUI, Box 7286, Stanford. Furthermore, while the Business Office will assign 1, 2, or 3 numbers to vendors over the phone, more than three requires a written request to the Business Office which further delays what should be an orderly, expedient business cycle. Such outmoded practices are absolutely unwarranted in this day of fast computer processing and need remedial treatment at once on a University-wide level.

4. The placing of call #, PER., volume number, and issue number in ink on the covers of unbound periodicals which go to the periodicals room is a redundant process which has little meaning nad is of no value as soon as the volume is bound. Recommend this practice be abandoned. See Exhibit 14a.

Library B:

1. The handling of U.S. Government documents in Library B needs to be reviewed in light of the time and effort now required to maintain them. With this in mind the author has prepared the following recommendations:

a. That the acquiring of all but the most basic U.S. Government documents (reference tools such as the *State Department Bulletin*, *Statistical Abstracts*, etc. plus those items necessary as direct support to the curriculum) be halted. Existing holdings which do not meet these criteria should be integrated into the collection at NDSU (a regional depository with the University of North Dakota) and made available on 24 hours notice by shuttle service or directly to any user. Public use of the Monthly Catalog should be encouraged and when appropriate the purchase, if they are not already available, of the reference tools listed below. Eseentially what is suggested here is a more jidicious selection of U.S. Government documents with emphasis on secondary tools to be used in the location of the information sources rather than on primary tools containing the information itself. Thus Library B should have available the lists of Departmental or Bureau publications issued by an agency such as the U.S.G.S. or the Bureau of Standards; bibliographies which relate to the curriculum it supports such as Mexican American education, or environment; guides to laws or public bills such as the Digest of General Bills and Resolutions or Current Laws Statutes and Executive Orders pertaining to the Environmental Protection Agency; and general guides to U.S. Government publications such as Jackson (15), Andriot (16), Wynkoop (17), and the biennial Wynkoop (18) list of reference books.

b. That the insertion of U.S. Documents (in all but the most heavily used instances) into the card catalog be dropped and the use of proof slips and a temporary shelf list for bibliographic copy be abandoned. Furthermore, all U.S. documents should be cataloged/arranged by the Superintendent of Documents number (not just those with soft covers) as it appears on the packing list or as it is given in the Monthly Catalog. For Findings on this problem see, "Findings - General Library #3" and "Policies and Procedures Chart 6: Cataloging."

c. That Library B abandon its biweekly listing, "U.S. Government Publications Received By the Library...." The utility of such a list is open to challenge. Use should be verified by asking all those who wish to continue receiving this list to sign their names and return their copy. If there is sufficient need for such a list, one alternative is the xeroxing of the shipping list (see Exhibit 16) which can then be sent to interested users. It shows both documents available as well as those received.

2. That Library B modify the existing legend used on cards filed in the card catalog to show a book is on order. Cards placed in the catalog now show the legend, "On Order...Not Received," until the book goes to the Public Service area. See Exhibit 10. It is the author's feeling that books should be made available to the public as soon as they enter the building and become part of the order cycle. It is suggested, therefore, that the phrase "Not Received" be dropped.

3. That Library B stop adding the estimated price, name of the person requesting the book, and tha date the book arrived in the Library to the shelf list. This information serves little purpose and, with the exception of the name of the person, is available elsewhere.

4. That Library B drop the use of the size distinction and legend on the call number, "Quarto." This size (9.5 to 12 inches) would fit into the existing shelves and its use serves only to scatter the collection. See Exhibit 6. In its place all books over 29 cm. should be marked Folio. See Exhibit 21b.

5. Library B is ready for and could easily use a keypunch machine and operator. Care should be taken, however, to shield the machine in order to protect other employees from the noise.

Table 1.

QUESTIONNAIRES DISTRIBUTED AND RETURNED BY LIBRARY

	LIBRARY		
	A	B	C
Number of Questionnaires Distributed	73	87	67
Number of Questionnaires Returned	67	53	34
Rate of Return	91.7%	60.9%	50.7%
Classification of Respondent			
Librarian	12	8	5
Paraprofessional	6	6	1
Clerical	17	7	3
Student	31	31	24
Other	1	1	1

Table 2.

SUMMARY ANALYSIS OF DATA FROM QUESTIONNAIRES

QUESTION	Library A n=67 Library B n=53 Library C n=34	LIBRARY					
		A		B		C	
1. Favor one Technical Services Dept For All Three Schools							
	Yes	31	47%	24	45.3%	18	52.9%
	No	17	25.8%	9	17%	3	8.8%
	No Opinion	16	24.2%	18	34%	11	32.4%
	No Response	2	3%	2	3.8%	2	5.9%
2. Status of Respondent							
	Student	30	45.5%	31	58.5%	24	70.6%
	Clerical	17	25.8%	7	13.2%	3	8.8%
	Librarian	12	18.2%	8	15.1%	5	14.7%
	Paraprofessional	6	9.1%	6	11.3%	1	2.9%
	Other	1	1.5%	1	1.9%	1	2.9%
	No Response	0	0%	0	0%	0	0%
3. Work Hours							
	Full Time (40 hrs)	32	48.5%	21	39.6%	8	23.5%
	Part Time (<40 hrs)	34	51.5%	31	58.5%	26	76.5%
	No Response	0	0%	1	1.9%	0	0%
4. Employed By This Library							
	<1 year	31	47%	17	32.1%	14	41.2%
	1-3 years	18	27.3%	24	45.3%	16	47.1%
	4-5 years	10	15.2%	4	7.5%	2	5.9%
	>5 years	7	10.6%	8	15.1%	2	5.9%
	No Response	0	0%	0	0%	0	0%
5. Benefits of Coop Process Cntr							
	Response	42	63.6%	35	66%	21	61.8%
	No Response	24	36.4%	18	34%	13	38.2%
6. Obstacles to Coop Process Cntr							
	Response	36	54.5%	28	52.8%	18	52.9%
	No Response	30	45.5%	25	47.2%	16	47.1%
7. Other Areas of Cooperation							
	Response	24	36.4%	9	17%	11	32.4%
	No Response	42	63.6%	44	83%	23	67.6%

Table 3.

ANALYSIS OF REPLIES TO QUESTION 1 (QUESTIONNAIRE) BY LIBRARY AND EMPLOYMENT STATUS (FULL OR PART TIME)

Absolute Value Column Percent Row Percent	Full Time (40 hr week)	Part Time
Library A		
Yes	18 58.1% 58.1%	13 39% 41.9%
No	9 29% 52.9%	8 24% 47.1%
No Opinion	4 13% 25%	12 37% 75%
Library B		
Yes	9 45% 37.5%	15 48% 62.5%
No	2 10% 22.2%	7 23% 77.8%
No Opinion	9 45% 50%	9 29% 50%
Library C		
Yes	7 88% 38.9%	11 46% 61.1%
No		3 13% 100%
No Opinion	1 12% 9.1%	10 42% 90.9%

Table 4.

ANALYSIS OF REPLIES TO QUESTION 1 (QUESTIONNAIRE) BY LIBRARY AND LENGTH OF EMPLOYMENT

Absolute Value Column Percent Row Percent	<Year	1 - 3 years	4 - 5 years	>5 years
Library A				
Yes	12 40% 38.7%	7 38% 22.6%	7 7% 22.6%	5 71% 16.1%
No	5 17% 29.4%	8 44% 47.1%	3 3% 11.8%	2 29% 11.8%
No Opinion	13 43% 81.3%	3 16% 18.7%		
Library B				
Yes	9 53% 37.5%	9 39% 37.5%	2 50% 8.3%	4 57% 16.7%
No	3 18% 33.3%	3 13% 33.3%	2 50% 22.2%	1 14% 11.1%
No Opinion	5 29% 27.8%	11 48% 61.1%		2 29% 11.1%
Library C				
Yes	5 38% 27.8%	10 67% 55.6%	1 5.6%	2 11.1%
No	1 8% 33.3%	2 13% 66.7%		
No Opinion	7 54% 63.6%	3 20% 27.3%	1 9.1%	

Table 5.

ANALYSIS OF REPLIES TO QUESTION 1 (QUESTIONNAIRE) BY LIBRARY AND STATUS OF RESPONDENT

Absolute Value Column Percent Row Percent	Student	Clerical	Librarian	Parapro-fessional	Other
Library A					
Yes	11 38% 35.5%	9 53% 29%	9 82% 29%	2 33% 6.5%	
No	6 21% 35.3%	6 35% 35.3%		4 66% 23.5%	1 100% 5.9%
No Opinion	12 41% 75%	2 18% 12.5%	2 18% 12.5%		
Library B					
Yes	15 48% 62.5%	1 17% 4.2%	5 71% 20.8%	3 50% 12.5%	
No	7 23% 77.8%			1 16% 11.1%	1 100% 11.1%
No Opinion	9 29% 50%	5 83% 27.8%	2 29% 11.1%	2 33% 11.1%	
Library C					
Yes	10 45% 55.6%	2 66% 11.1%	5 100% 27.8%	1 100% 5.6%	
No	3 14% 100%				
No Opinion	9 41% 81.8%	1 33% 9.1%			1 100% 9.1%

Table 6a.

STATUS OF RESPONDENT COMPARED WITH HIS/HER LENGTH OF SERVICE FOR EACH LIBRARY: LIBRARY A

Status of Respondent	Length of Service (Years) <1	1 - 3	4 - 5	>5
Librarian	3	2	3	4
Paraprofessional		2	2	2
Clerical	4	7	5	1
Student	23	7		
Other	1			

Table 6b.

STATUS OF RESPONDENT COMPARED WITH HIS/HER LENGTH OF SERVICE FOR EACH LIBRARY: LIBRARY B

Status of Respondent	Length of Service (Years) <1	1 - 3	4 - 5	>5
Librarian		2		6
Paraprofessional	1	1	3	1
Clerical	1	6		
Student	15	15	1	
Other				1

Table 6c.

STATUS OF RESPONDENT COMPARED WITH HIS/HER LENGTH OF SERVICE FOR EACH LIBRARY: LIBRARY C

Status of Respondent	Length of Service (Years)			
	< 1	1 - 3	4 - 5	> 5
Librarian	2		1	2
Paraprofessional	1			
Clerical	1	2		
Student	10	14		
Other			1	

Table 7.

APPROXIMATE SQUARE FOOTAGE AVAILABLE IN EACH DEPARTMENT

	Library A		Library B		Library C	
	Sq.Ft.	Estimated Work Stations (Desks)	Sq.Ft.	Estimated Work Stations (Desks)	Sq.Ft.	Estimated Work Stations (Desks)
Technical Services			64 x 66 4224 ft^2	14		
Cataloging	34 x 19 646 ft^2	Rm 202 10			22 x 22 484 ft^2	
Acquisitions (Dept. 1)	20 x 19 380 ft^2	Rm 200 6			15 x 13 195 ft^2	
Acquisitions (Dept. 2)	19.5 x 14.5 282.75 ft^2	Rm 204A 4				
Serials	20 x 27 540 ft^2	Rm 210 10				
Periodicals Check In	20 x 11 220 ft^2	Rm 106D 7 (2 per table)				
Totals	2,068.75 ft^2		4,224 ft^2		679 ft^2	

Table 8.

RESPONSE TO QUESTION 5 BY STATUS OF RESPONDENT

	Library A		Library B		Library C	
Status of Respondent	Response	No Response	Response	No Response	Response	No Response
Librarian	12 100%		7 88%	1 13%	5 100%	
Paraprofessional	6 100%		4 67%	2 33%		1 100%
Clerical	10 59%	7 41%	6 86%	1 14%	2 67%	1 33%
Student	13 43%	17 57%	18 58%	13 42%	14 58%	10 42%
Other	1 100%			1 100%		1 100%

Table 9.

RESPONSE TO QUESTION 6 BY STATUS OF RESPONDENT

	Library A		Library B		Library C	
Status of Respondent	Response	No Response	Response	No Response	Response	No Response
Librarian	10 83%	2 17%	6 75%	2 25%	5 100%	
Paraprofessional	4 67%	2 33%	3 50%	3 50%		1 100%
Clerical	9 53%	8 47%	3 43%	4 57%	2 67%	1 33%
Student	12 40%	18 60%	16 52%	15 48%	11 46%	13 54%
Other	1 100%			1 100%		1 100%

Table 10.

RESPONSE TO QUESTION 7 BY STATUS OF RESPONDENT

Status of Respondent	Library A		Library B		Library C	
	Response	No Response	Response	No Response	Response	No Response
Librarian	9 75%	3 25%	3 38%	5 62%	4 80%	1 20%
Paraprofessional	3 50%	3 50%	1 17%	5 83%	1 100%	
Clerical	8 47%	9 53%		7 100%	1 33%	2 67%
Student	3 10%	27 90%	5 16%	26 84%	5 21%	19 79%
Other	1 100%			1 100%		1 100%

Table 11.

GENERAL CHARACTERISTICS OF THE ON-ORDER FILE AS EVIDENCED BY THE SAMPLE DRAWN FROM EACH LIBRARY

PARAMETER	LIBRARY A	LIBRARY B	LIBRARY C
Items on order which were in English**	149 (95%)	128 (97%)	168 (92%)
Items on order which were in French	7 (4.45%)	None	6 (3%)
Items on order which were in German	1 (0.6%)	2 (1.5%)	6 (3%)
Items on order which were in Spanish	None	2 (1.5%)	3 (1.63%)
Languages other than above	None	None	None
Order card shows LC card #			
Yes	103 (66%)	51 (39%)	23 (12%)
No	54 (34%)	81 (61%)	160 (87%)
Items published in the U.S.*	137 (87%)	121 (92%)	154 (84%)
Items published outside the U.S.*	20 (13%)	11 (8%)	29 (16%)
Ratio of U.S. to foreign publications	7 to 1	11 to 1	5 to 1
Items in on-order file which contained a date of publication	157-6=151	132-13=119	183-55=128
Items in on-order file which were published in the last 6 years (1969-1974)***	127 (84%)	96 (81%)	86 (67%)
Ratio of current (published in last 6 years) to retrospective	5 to 1	4 to 1	2 to 1

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* Location (domestic or foreign) of publisher was taken from American Book Trade Directory, 20th ed., 1971-72.

** Translations were considered to be in the language of the purchased piece. Books in several languages, one of which was English, were considered to be in English.

*** n here does not include items for which no date was given, i.e. records, standing orders, sheet music, etc.

Table 12.

DESCRIPTION OF THE ON-ORDER FILE SAMPLE METHODOLOGY AS USED IN EACH LIBRARY

	LIBRARY		
PARAMETER	A	B	C
Sample was drawn on (date)	April 26	April 26	April 25
Comparisons were made on (date)	April 28	April 28	April 27
Population size	1884	1475	2379
Sample size	157 (8.33%) every 12th card	132 (8.94%) every 12th card	183 (7.69%) every 13th card
From the file in Library A (n=157) there were x items also on order at		7 (4.46%)	4 (2.55%)
From the file in Library B (n=132) there were x items also on order at	3 (2.2%)		5 (3.79%)
From the file in Library C (n=183) there were x items also on order at	5 (2.73%)	9 (4.91%)	

Table 13.

DISTRIBUTION OF SAMPLES TAKEN FROM EACH LIBRARY ON-ORDER FILE ARRANGED BY DATE ISSUED (PUBLICATION)*

	LIBRARY A (N = 151)		LIBRARY B (N = 119)		LIBRARY C (N = 128)	
1974	28	18.5%	4	3.3%	12	9.3%
73	59	39.0%	50	42.0%	23	17.9%
72	25	16.5%	14	11.7%	15	11.7%
71	4	2.6%	15	12.6%	11	8.5%
70	6	3.9%	7	5.8%	15	11.7%
69	5	3.3%	6	5.0%	10	7.8%
68	2	1.3%	1	.8%	3	2.3%
67	5	3.3%	4	3.3%	3	2.3%
66					3	2.3%
65	3	1.9%	2	1.6%	3	2.3%
64			2	1.6%	2	1.5%
63			3	2.5%	2	1.5%
62	2	1.3%	3	2.5%	5	3.9%
61	1	.6%	1	.8%	2	.5%
60	3	1.9%			2	1.5%
59	1	.6%			3	2.3%
58	1	.6%			1	.8%
57			1	.8%	1	.8%
56			1	.8%	1	.8%
55	2	1.3%				
54	1	.6%				
50					1	.8%
48	1	.6%			1	.8%
47	1	.6%				
46					2	1.5%
44					1	.8%
40					1	.8%
37	1	.6%				
34					2	1.5%
18			1	.8%		
17			1	.8%		
16					1	.8%
09			1	.8%		
04			1	.8%		
1900					1	.8%
1888			1	.8%		
1864					1	.8%
Not Usable (no date)**	6		13		55	
Total	157		132		183	

* Reprints and publications issued over several years were counted with the most recent date.

** Items with no date included: not yet published, serials, records, sheet music, and continuations.

+ NDSU N = 151
MSC N = 119
CC N = 128

Table 14.

OVERLAP BETWEEN THE ON-ORDER FILES OF LIBRARIES A, B, AND C WHEN COMPARED AB, AC, BA, BC, CA, AND CB

Library	Size of On-Order File (Population)	Sample Size	Overlap (Titles) With Library		
			A	B	C
A	1884	157		7	4
Bounds of 95% C.I.				.01 - .08	.002 - .049
Chances of overlap				1 in 12	1 in 20
B	1475	132	3		5
Bounds of 95% C.I.			-.002 - .047		.007 - .068
Chances of overlap			1 in 20		1 in 14
C	2379	183	5	9	
Bounds of 95% C.I.			.01 - .05	.02 - .08	
Chances of overlap			1 in 20	1 in 12	

Table 15. SUMMARY OF METHODS, FINDINGS, AND TIMETABLE FOR THE PROCESSING DIARY STUDY

	LIBRARY		
	A	B	C
Mean processing time for Acquisitions	3.88 days	3.21 days	
Mean processing time for Cataloging	16.80 days	19.21 days	40.90 days
Day when study began or took place	121 (May 1)	123 (May 3)	
Day when last slip was used by Acquisitions	156 (June 5)	149 (May 29)	
Number of slips prepared	700	700	
Number of slips planted in Cataloging	100	100	
Number of slips given to Acquisition	600	600	
Number of Acquisition times collected	240	390	
Number of cataloging times collected	260	385	385
Number returned of 100 slips planted in Cataloging Department prior to day 196	16	41	
Number of slips returned which could not be used	17	50	
95% C.I. around mean processing time (Acquisition)	3.39 to 4.36	2.93 to 3.48	
95% C.I. around mean processing time (Cataloging)	15.57 to 18.04	18.56 to 19.86	36.28 to 45.51
St. dev. for Acquisition times	3.76	2.73	
St. dev. for Cataloging times	10.03	6.44	45.74
Cut-off time for data gathering	196 (July 15)	196 (July 15)	
Total number of slips returned in period July 15 - August 1 (Day 196 - 213)	213	164	
Number of 100 slips returned in period July 15 - August 1 (Day 196 - 213)	17	50	
Revised mean processing time for 100 Cataloging samples to include returns after July 15	203 days	28 days	

Table 16.

OVERLAP AMONG ACTIVE SERIALS/PERIODICALS (TITLES) RECEIVED BASED UPON TRI-COLLEGE UNIVERSITY LIBRARIES UNION LIST OF SERIALS

SIZE OF ACTIVE FILE (n) = 7,453[1]

Library	Active Titles Currently Received By	Active Titles Owned Jointly With		
		A	B	C
A	4,112		425 10%	230 6%
B	1,890	425 23%		204 11%
C	1,451	230 16%	204 14%	

1. As of April 29, 1974

Table 17. STAFF DISPERSION - DISTANCES (ONE WAY) AND TIME BETWEEN WORK STATIONS AND MAJOR FILES IN EACH LIBRARY

FROM WORK STATION (DESK) OF	STEPS TO WORK AREA								
	FARTHEST POINT OF CARD CATALOG			SHELF LIST			OTHER FILES		
	A	B	C	A	B	C	A	B	C
1. Head of Cataloging Department									
Steps	28*	75+	36	7*	20+	7*			30*
Time	15.12 sec.	40.5 sec.	19.44 sec.	3.78 sec.	10.8 sec.	3.78 sec.			16.2 sec. Small Catalog
2. Head of Acquisition Department									
Steps	29*	80+	24*	36*	26+	12*			17*
Time	15.66 sec.	43.2 sec.	12.96 sec.	19.44 sec.	14.04 sec.	6.48 sec.			9.18 sec.
3. Acquisitions: Rm 204A									
Steps	55@			47@					
Time	29.7 sec.			25.38 sec.					
4. Bindery: Rm 106D									
Steps							95* Serials Dept.		
Time							51.3 sec.		
5. Serials: Rm 210									
Steps	24^			32^					
Time	12.96 sec.			17.28 sec.					

* 26" step
+ 23" step
@ 25" step
^ 36" step

Table 18. TRAVEL TIME TO AND FROM WORK STATIONS FOR AN 8 ROUND TRIP DAY (16 TRIPS)

	TIME REQUIRED							
	TO FARTHEST POINT OF CARD CATALOG			TO SHELF LIST			TO OTHER FILES	
FROM WORK STATION OF	A	B	C	A	B	C	A	C
1. Head of Cataloging Department (Desk)								To small Catalog
Time in seconds	241.92	648.0	311.04	60.48	172.3	60.48		259.2
% of day spent in travel	.84%	2.25%	1.08%	.21%	.6%	.21%		.9%
2. Head of Acquisitions Department (Desk)								To Small Catalog
Time in seconds	250.56	691.2	207.36	311.04	224.64	103.68		146.88
% of day spent in travel	.87%	2.4%	.72%	1.08%	.78%	.36%		.51%
3. Acquisitions: Rm 204A								
Time in seconds	475.2			404.48				
% of day spent in travel	1.65%			1.40%				
4. Bindery: Rm 106D							To Serials Dept.	
Time in seconds							820.8	
% of day spent in travel							2.85%	
5. Serials: Rm 210								
Time in seconds	207.36			276.48				
% of day spent in travel	.72%			.96%				

Table 19

1973 INCREASES IN SUBSCRIPTION PRICES OF SERIALS

Title	From	To
Bioresearch Index	$ 75.00	$ 400.00
Biochemical Journal	180.00	265.00
Chemical Abstracts	1,900.00	2,400.00
Statistical Bulletin (USGPO)	1.50	28.70
Congressional Record (USGPO)	45.00	100.00
Current Business Reports (USGPO)	6.00	30.10
Index Medicus (USGPO)	63.00	155.00
Survey of Current Business (USGPO)	9.00	34.45
Commerce Today (USGPO)	15.00	42.40
America Statistics Index	440.00	790.00

Table 20a. PRODUCTION RATES BY LIBRARY DEPARTMENT: ACQUISITION

	Library A: Materials Rcvd						Library B		Library C Physical Pcs.	
Month Year	Orders	Continuations	Gifts	Slides	Records & Cassettes	Microfilm & Microfiche	Titles Ordered	Titles Rcvd	Books	AV
July 1972									621	21
August 1972							2,305	1,314		
September 1972							1,056	1,087	421	39
October 1972							1,196	1,628	835	40
November 1972							1,674	1,085	685	41
December 1972							1,119	557	964	26
January 1973							1,092	1,672		
February 1973							720	1,067	745	11
March 1973							936	1,065	649	5
April 1973							705	845	833	26
May 1973							564	726	366	26
June 1973							778	425	698	60
July 1973	948	318	44				130	1,180		
August 1973	493	574	35	73			1,080	494	909	124
September 1973	243	463	73		1		760	873		
October 1973	406	658	51		7		567	597	531	128
November 1973	467	896	25	160	18		790	516	959	77
December 1973	251	234	33	2		2	3,962	693	836	20
January 1974	397	342	45		1	3	1,338	1,769		
February 1974	314	254	13		2		27	1,496	996	127
Marcy 1974	199	133	23		18		1,054	963	887	63
April 1974	798	282	20	186	25	22	507	1,481	819	121

Table 20b.

PRODUCTION RATES BY LIBRARY DEPARTMENT: PROCESSING/CATALOGING

Month Year	Library A Books* Cataloged	Library B Cataloged Vols. Accessioned	Library C Purchased	Library C Gift
July 1972			642	110
August 1972		1,614		
September 1972		1,585	460	39
October 1972		2,130	875	28
November 1972		1,379	726	27
December 1972		1,674	990	66
January 1973	1,193	1,829		
February 1973	921	1,144	756	6
March 1973	950	1,297	654	21
April 1973	1,194	1,310	859	7
May 1973	1,455	1,360	392	28
June 1973	1,320	606	758	75
July 1973	1,563	824		
August 1973	1,569	945	1,033	10
September 1973	1,225	453		
October 1973	1,265	851	659	56
November 1973	1,163	940	1,036	49
December 1973	1,016	363	856	18
January 1974	1,171	1,368		
February 1974	770	1,648	1,123	149
March 1974	1,276	1,437	950	76
April 1974		1,238	940	162

* Includes new and recataloged volumes.

Table 21.

COMPARISON OF INCOME TAX RATE TABLES BETWEEN NORTH DAKOTA AND MINNESOTA***

North Dakota Table of Income Tax Rates*

Taxable Income:	
Up to $1,000	Computed at
$1,000 to $3,000	$ 10.00 plus 2 % of excess over $1,000
$3,000 to $5,000	$ 50.00 plus 3 % of excess over $3,000
$5,000 to $6,000	$110.00 plus 5 % of excess over $5,000
$6,000 to $8,000	$160.00 plus 7 1/2% of excess over $6,000
Over $8,000	$310.00 plus 10 % of excess over $8,000

Minnesota Table of Income Tax Rates**

If the net annual wage is:	The amount is:
Not Over $500	1.6% of such amount
Over $ 500 but not over $ 1,000	$ 8.00 plus 2.2% of excess over $ 500
Over $ 1,000 but not over $ 2,000	$ 19.00 plus 3.5% of excess over $ 1,000
Over $ 2,000 but not over $ 3,000	$ 54.00 plus 5.8% of excess over $ 2,000
Over $ 3,000 but not over $ 4,000	$ 112.00 plus 7.3% of excess over $ 3,000
Over $ 4,000 but not over $ 5,000	$ 185.00 plus 8.8% of excess over $ 4,000
Over $ 5,000 but not over $ 7,000	$ 273.00 plus 10.2% of excess over $ 5,000
Over $ 7,000 but not over $ 9,000	$ 477.00 plus 11.5% of excess over $ 7,000
Over $ 9,000 but not over $12,500	$ 707.00 plus 12.8% of excess over $ 9,000
Over $12,500	$1,155.00 plus 14.0% of excess over $12,500

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* Taken from North Dakota Individual Income Tax Return. 1973. Form 37.

** Taken From Minnesota Income Tax Withholding Tables and Instructions For Use On and After April 1, 1972. Dept. of Taxation, State of Minnesota. Circular MW-B (Revised 4-72)

*** It should be remembered that this is not the complete picture. It does not cover exemptions, withholding, penalties, and interest, or the rules for computing the tax itself. Anyone interested in exploring these should consult the respective State manuals.

Table 22.

DEPARTMENTAL STAFF, HOURS WORKED, AND SALARIES PAID DURING FY 1973/1974

	LIBRARY		
Department	X	Y	Z
Cataloging			
a. Units Handled/Produced	8,842 titles cataloged	12,140 vols. accessioned	7,671 vols. added
b. Staff (People)+	14	6	10
c. Hours Worked	18,624	11,960	8,000
d. Salaries Paid	$52,711	$45,449	$28,275
e. Fringe Benefits (16% of d_x, 17% of d_y, and 18% of d_z)	$ 8,433.76	$ 7,726.33	$ 5,089.50
f. Administrative Costs (4% of d)	$ 2,108.44	$ 1,817.96	$ 1,131.00
g. Operational Costs (6% of d)	$ 3,162.66	$ 2,726.94	$ 1,696.50
h. Total Operational Costs (d + e + f + g)	$66,415.86	$57,720.23	$36,192.00
i. Unit Costs n/a	$7.51 per title cataloged	$4.75 per vol. accessioned	$4.718 per vol. added
Acquisitions			
a. Units Handled/Produced	14,212*# items received	12,140 vols. accessioned	9,142 items* received
b. Staff (People)+	8*	4	2
c. Hours Worked	12,064*	7,800	4,160
d. Salaries Paid	$38,180	$30,712	$17,200
e. Fringe Benefits (16% of d_x, 17% of d_y, and 18% of d_z)	$ 6,108.8	$ 5,221.04	$ 3,096.00
f. Administrative Cost (4% of d)	$ 1,527.20	$ 1,228.48	$ 688.00
g. Operational Costs (6% of d)	$ 2,290.80	$ 1,842.72	$ 1,032.00
h. Total Operational Costs	$48,106.80	$39,004.04	$22,016.00
i. Unit Costs n/a	$3.384 per* item received	$3.212 per volume accessioned	$2.408 per* item received

* FY 1972/73 For Bibliographical Search And Order Depts. Combined.

+ Bodies. Includes Part Time Staff.

# Includes titles received (orders, continuations, gifts) slides, filmstrips, records, and cassettes.

Figure 1.

HISTOGRAM SHOWING GROUPED DATA BY YEAR OF PUBLICATION FROM SAMPLE ITEMS IN EACH LIBRARY ON-ORDER FILE

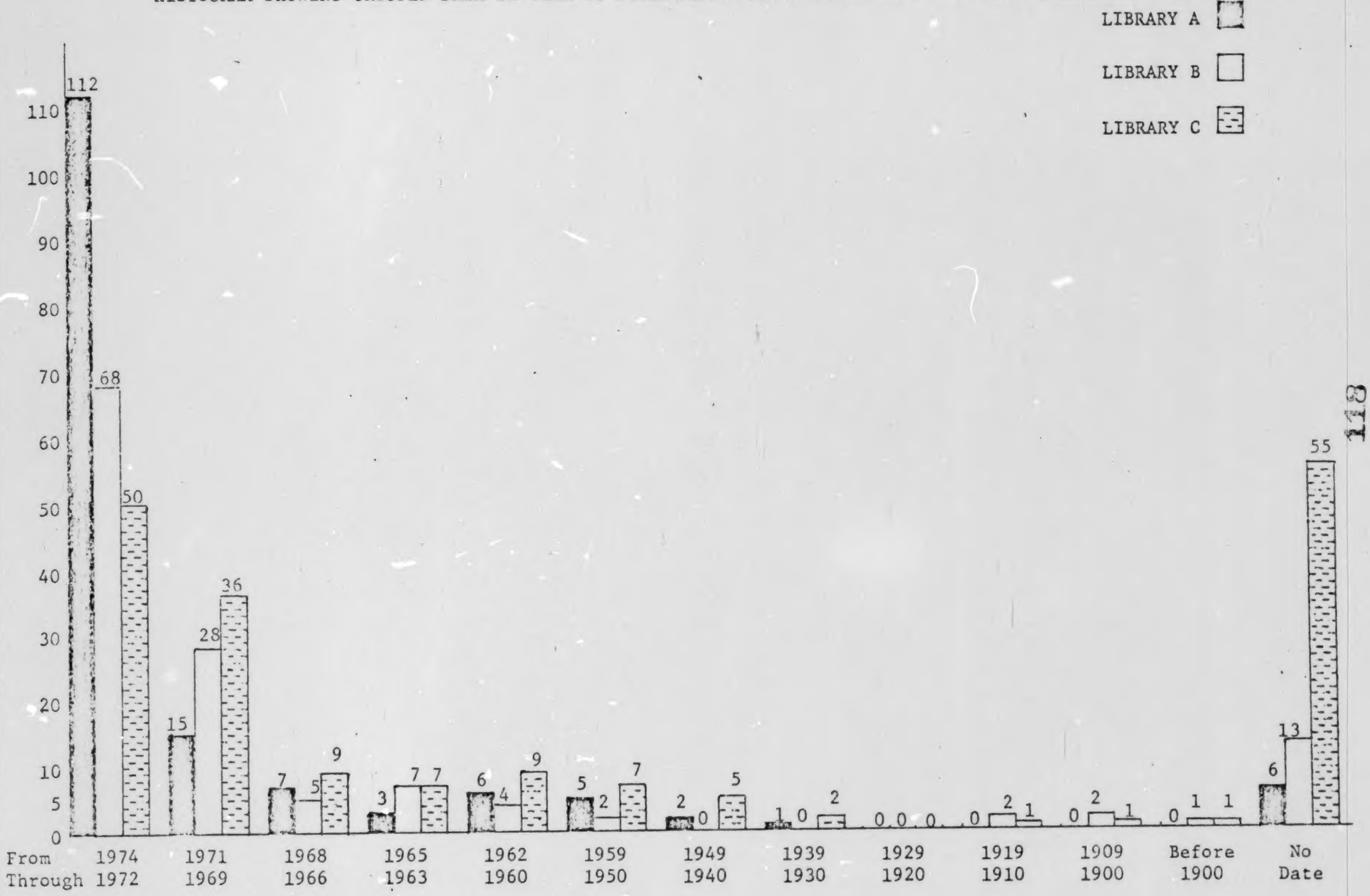


EXHIBIT 1

TRI-COLLEGE UNIVERSITY • 321 NORTH 4TH STREET FARGO, NORTH DAKOTA 58102 • TELE. 237-5041

April 25, 1974

To: All Library Employees

From: Robert W. Burns, Jr., Tri-College Libraries Consultant

Subject: Enclosed Questionnaire

This questionnaire is part of a survey being conducted by the Tri-College Libraries Consortia to determine if there are additional areas where cooperation can take place. We are anxious to obtain the views of all interested parties. Please complete the enclosed questionnaire and return it unsigned in the enclosed envelope to:

Mr. Robert Burns
c/o Office of the Director
NDSU Library
North Dakota State University

Enc.

DR. ALBERT ANDERSON, COORDINATING PROVOST

EXHIBIT 1

QUESTIONNAIRE

The purpose of this questionnaire is to obtain staff reaction to the suggestion, "that all Technical Services functions (ordering, cataloging and preparing books for use) in each of the three libraries should be brought together into one operating unit." Please return all questionnaires unsigned by May 4.

1. I am in favor of one Technical Services Department for all three schools. Yes ☐ No ☐ No Opinion ☐

2. I am a

   Student ☐ Clerical ☐ Librarian ☐

   Paraprofessional ☐ Other ☐

3. I work

   Full Time (40 hr. week) ☐ Part Time (less than 40 hr. week) ☐

4. I have been employed by this Library

   Less than a year ☐ Between 4 and 5 years ☐

   Between 1 and 3 years ☐ More than 5 years ☐

5. What do you see as the major benefits to be gained from one cooperative processing center for all three Libraries? Please write legibly. Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

EXHIBIT 1

QUESTIONNAIRE (page 2)

6. What do you see as the major obstacles to one cooperative processing center? Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

7. How and in what other areas do you envision cooperative agreements working within the three Libraries in question? Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

EXHIBIT 2

A DIGEST OF THE NARRATIVE REPLIES WRITTEN IN RESPONSE TO QUESTION 5, 6, AND 7

Question 5: What do you see as the major benefits to be gained from one cooperative processing center for all three Libraries? Please write legibly. Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

Librarians:

"Eliminate duplication of material among the three Libraries -
This, in turn, would make available more material for circulation.
Each Library could devote more time to serving its patrons by eliminating Technical Services departments (more space for other departments)."

"Should be able to be more efficient than three separate processing departments.
May be able to cut down on the fast rising rate of inflation by this efficiency.
Space in the C Library would be gained for other activities by moving processing elsewhere."

"Probably savings in time and money."

"Faster availability of material - if properly run.
Less duplicate buying.
Less people involved - Less time.
We would know what the others had."

"1. Unwanted duplication can be minimized.
2. Possibility of some type of union catalog available on each campus so patrons will know what is available on each campus. If this is not possible, a union catalog in one location with telephone connections to each campus and staff to answer telephone calls might be a benefit.
3. Cooperative buying so that each Library can specialize in certain subject areas over and above the needs of an undergraduate liberal arts program. This could be a benefit or vice versa depending on one's viewpoint.
4. More efficient use of staff (both clerical and professional).
5. Standardization of procedures would result in Libraries with more uniform cataloging and classification.
6. Grant money might be more readily available to a venture of this type. Cooperative ventures are popular these days."

"Saving of professional personnel time in duplication of cataloging especially."

"My answer is a qualified one - Yes, if that dept. were in my building! Many times a day I go to our Technical Service Dept for consultation. More of it could be done by phone, however.
One department should save time and money. It should make it easier to cooperate with each other. A joint catalog does not show what's in process at each library - only the present holdings."

"1. Cost cutting; hopefully.
2. Uniformity in classification among the three libraries making for greater ease in usage.
3. A route thru which even mere effective "shared" selection and purchasing can be accomplished.
4. Greater speed in processing materials (?)."

"I can foresee a reduction in the duplication of effort performed in the cataloging and classification of materials and also in the area of acquisitions and bibliographic search. Furthermore, this may increase the effectiveness of inter-library loan services."

"It will save duplication of effort for the three schools thereby cutting the cost. The time lag between ordering and placing the book on the shelf would be shortened considerably."

"Initially one would immediately think of the economies involved, that is, the saving of dollars which hopefully this study of the Tri-College Library System will or will not substantiate. The uniformity of cataloged materials and thus the adaptability of such cataloging for computer purposes will be more easily accomplished.
Audio-visual materials and the availability of Non-Print Media Computer Catalogs such as "TCU Library Cassette Tape Catalog" could become more readily developed with centralized technical services. In the development and considerations for centralized processing, media materials should also play its role."

"Obviously one processing center instead of three should be theoretically more economical for everybody concerned. It should reduce if not eliminate duplication of effort. It should also in effect reduce the shortage of catalogers I know to exist at two, if not all three, libraries by allowing more specialization and an increase in output via "mass production"."

"1. Less duplication of expensive titles resulting in a broader base of titles because of more available monies.
2. Better utilization of available staff.
3. More cataloging - original - of materials that sit for years because LC doesn't catalog it.

4. Reduction of duplication of effort.
5. Use of more sophisticated bookkeeping methods justified by volume.
6. Spinoff of a bookcatalog.
7. Possibility of a KWIC/KWOC index to the book collection if computerized records."

"One obvious benefit would be the elimination of many unnecessary duplicates in the three collections. Certainly it would be easier to avoid them.
With projects such as the Tri-College Serials list, the now-postponed Tri-College A-V list and the possible Tri-College Film library project, it is also obvious that the three schools are looking in the direction of one Technical Service dept.
One office thru which to work would make these and other cooperative efforts easier to realize."

"I see a much better acquisition policy for each school developed which will avoid duplication in many areas and help build up the strength areas of each library. Also in cataloging possible time would be saved in not duplicating original cataloging and possibly connecting up with a regional or national system would be possible such as OCLC.
A central processing center would also lend itself to establishing and maintaining a union list of books in all three libraries."

Paraprofessional:

"Ideally speaking, one cooperative processing center for all three libraries would help save the cost of unnecessary duplication in a time when budgets are being cut and enrollments are going down. But - I believe in a type of cooperation which would allow each college to have its own processing procedures and share information about items of a certain cost (set a cost price) which do not need to be duplicated in each library. Can't this information be shared without going to the lengths of one processing center."

"Duplication of orders prior to receipt of book, when the two colleges would not know of the other's order until a catalog card was sent after the book was received, would be a prime advantage...to avoid the duplication.
Equipment such as labeling machine, could be used full time by a skilled typist. Full time "mender" to tip in plates, etc. would be more skilled than student help, and the three colleges could benefit for this reason. Special collection care and labeling would be easier if a pattern were set up for it, according to common needs for items such as education, curricula, and other collections. Techniques could be shared if one has a better or more satisfactory way of doing something.
Clerks used to checking in shipments of books, and verifying orders would be more proficient than those whose time is only partly so spent now. One college would only need to maintain a file for proof slips.

Pre-sorting and preparing catalog cards alphabetically for all three colleges would result in the work being done by persons more familiar with filing rules; speed and production should increase with experience."

Clerical:

"One of the major benefits I see is that all the processing would be uniform, which has its obvious advantages. The processing costs would probably be less done on a collective basis such as this, and there would probably be less discrepancies in processing when there was one central center, especially in duplications, etc."

"As far as acquisitions goes, I can see a great benefit from one processing center. This would, or should, greatly reduce the ordering of expensive duplicates and less frequently used media."

"Time saving factor, plus efficiency. Also I think that if the libraries did work together on this---it would add dimension to their relationships."

"It should be financially beneficial to coordinate book holdings (preventing duplicates), shipments of books, etc. There would be better organization and more specialization, as in cataloging, saving time in paper work. Patrons would receive better and faster book service between libraries when we all know what is available and where. Book ordering and cataloging would be accomplished faster out of one centralized office."

"1. Larger collections of books because of the lack of duplication of titles that are not in popular demand and can be transported to the patrons in need.
2. Because of the job benefits that are given in the Minnesota schools, I think that N.D.S.U. personnel would greatly benefit in salary schedule and added benefits."

"Unduplication."

Student:

"Many times materials are not available at the ___ library either because they are in use or are at the bindery. Since the Tri-College shuttle service has done much to alleviate these problems I think central processing would also be a benefit. Excessive duplication could be avoided. Having the materials cataloged in one place would ease the problem of adjusting to the different libraries' processes."

"I can see that it would mean a reduction in the amount spent for personnel in all the libraries.
At the same time there would also be uniformity among the libraries. There would also be a reduction in duplications and a greater variety of materials to offer patrons."

"I do not feel that I am qualified to answer any of these questions---sorry."

"As long as none of the budgets were cut because of the merger, it probably would be possible to use time and money more efficiently. Would this mean that workstudy assistants from all three libraries would work at a centralized unit? Would it cut down on the amount of help necessary? I guess I would like to have more information before I say definitely "yes"."

"All books will be labeled similarly, which would make it a lot easier for someone to understand how to find books."

"All will be classified the same way. May make it easier to know what each of the libraries have."

"I think it would create many problems to combine all three libraries. It would be difficult to determine the location of the processing center. It would take more time to move the books to and from the processing center meaning students and staff will have to wait longer for books to be put into circulation."

"None."

"It would be better if each library could prepare its own books because it would avoid unnecessary handling but if an efficient means could be developed to transport and process the books in one process for all three colleges it would eliminate a lot of unnecessary overlap and save time and labor."

"I can see the wasted efficiency often as a library assistant who is just a student on work study, but the jobs available to students thru the local school library are very important. While one center for processing would possibly save money, it would make opportunities for work study even harder to obtain. I don't believe either the students or administration want that here."

"I see no real benefits - it probably would create a lot of confusion."

"I think the major benefits would come from pooling the resources of the three colleges. For instance, ___ could spend a terrific amount on something they otherwise could not afford to spend and all three colleges could use it."

"Hopefully, accessibility to each's card catalog. It really helps in looking up subject headings in the card catalog. It would supplement the other.
Shuttle sometimes takes a long time, especially if the other two libraries don't have the book. With the other two card catalogs, one could see immediately what the other two had and go from there."

"Complete cataloging of all books so one knows what books are available in the Tri-College."

"Efficiency, less redundancy.
Added space to library.
Cooperation between schools, analysis of methods - improvement of facilities and staff."

"The books ordered could be dispersed throughout the three libraries. If only one copy is available it should be available to all students until another copy is purchased.
Comment: I like the idea of the Tri-College system for ordering copies of books not available at my college."

Question 6: What do you see as the major obstacles to one cooperative processing center? Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

Librarians:

"Distance.
Variant procedures.
Two state systems increasingly tied into separate state-wide systems."

"1. Different laws governing the three institutions would be a major obstacle unless changed through legislative or other methods.
2. Most employees have chosen their place of residence in relation to the place they are now working. It would be inconvenient to travel across town to work when one is used to walking to work.
3. I foresee problems in determining who the employer would be. Would it be the Tri-College University, one's present employer, or someone else?
4. What effect might any changes in employer have on tenure, faculty status, faculty rank, retirement programs, etc.?
5. What regulations would govern the clerical staff? Would Minnesota Civil Service, North Dakota Civil Service, or some other form of regulation be used?
6. To whom would the processing center staff or it's director (if there is one) be responsible?
7. Cooperative selection and purchasing may tend to strengthen each library collection in certain subject areas to the detriment of other areas. On the ___ Campus the science collections will probably suffer because ___ already has greater holdings than ___ in this area."

"Acquisitions - adopting policies of three institutions.
Cataloging - decision where should center be based.
Personnel - need new staff with familiarity in cooperative ventures - can we add staff in these days?"

"State laws regarding accounting and use of state funds.
Location of the center.
Personnel policy problems.
Maintenance of existing card catalogs.
Problems with special collections at each library."

"1. The handling of special collections - as ___'s Curriculum Materials Center where the Dewey Classification System is still used, and where there is great variety of format and special organizational problems.
2. Also archival collections; historical; gift, etc."

"Development of processing time lab.
Expense of union shelf list.
Coordination of employment - two states and private institution.
Legal ramifications of expending funds due to state boundaries."

"Cataloguing details - Each library has its own special markings, etc.
Loss of jobs."

"Can catalogers agree on method of doing the cataloguing - or agree on end product.
Difficult to find location for the center.
Difficulty of State institutions to get permission to help fund this center."

"Differences in cataloging may necessitate a library's changing a number of books to agree with the unified system - e.g., fiction."

"Difficult to fit new numbers into shelf list because of cuttering used for in-house cataloging, especially in fiction."

"People afraid of their jobs.
People afraid of losing autonomy, authority.
Organization."

"Agreeing on procedures and methods.
Personnel problems - transfers, etc. Some may not want to change location. Salaries - Minnesota much higher."

"I think the one big obstacle is "my way is best". Compromising doesn't come easy, and the libraries in the Tri-College are no different. As a member of a Tri-College committee and having sat in on discussions of possible Tri-College projects and I feel that our biggest problem is learning to do things a new or slightly different way."

Replies to Question 6 (Con't)

"1. The separation of tech. processes from the home library catalogs.
2. Catalog maintenance.
3. Uprooting some staff from their place of employment."

"1. ___'s state-controlled (and therefore, to some extent, inflexible) procedures.
2. Inability of librarians to change their habits.
3. Legal considerations (that State line...).
4. Willingness of all three administrations to support the endeavor equally.
5. Possibly, some teaching faculty (those who like to check on their requests and survey recent acquisitions) will object to having these procedures removed from their campus.
6. Meshing staff from the three libraries may take some adjusting.
7. Those who are transferred may be reluctant to leave friends."

"1. Money - all three schools would have to commit themselves.
2. Jealousy - who does what, where. Some administrative jealousy perhaps, but mainly faculty."

"1. Provincial attitudes.
2. Legal strictures.
3. Lack of pioneering spirit.
4. Salary and other mundane constrictions."

"1. Lack of cooperation from participating units.
2. Trauma to be faced by someone who will no longer be a "chief"."

"I'll bet a major obstacle will be a degree of fear on the part of catalogers, et al, that some of them will lose their positions when and if centralized processing is effected. No librarians at   have tenure, for example. This may result in a degree of resistance, perhaps largely subconscious, which could surface in the form of intellectual evasions, i.e., reasons centralized processing won't work well (rationalizations).
Another thing that may militate against centralized processing is an occupational by-product of cataloging: inflexibility, that would work against compromise in some way, perhaps over small details, unless a sort of Henry Kissinger approach skillfully and diplomatically overcomes this.
Another obstacle would be the reduction of active and ongoing communication between the processing department and potential patron which may decrease the usefulness of the material because it will be less likely to be tailored to the needs of patrons.
And, a centralized processing agreement, being difficult to develop, once in effect, may be difficult to alter as time goes on so that it loses its service-orientation with the passage of time.
So far I have seen great sluggishness in developing cooperative agreements and see no reason why this one would be any different. Perhaps it's that so far there hasn't been strong leadership with authority to carry out actions."

"1. A major effort would be the establishment of a union list of holdings for the Tri-College, of all materials in the three libraries.
2. Some conflict will arise with the current practice of SU's cataloging and classification of periodicals. The trend seems to be toward such a practice, especially in the larger academic libraries.
3. Awareness and accessibility may provide problems."

"We would have need for fewer professional librarians.
A loss of independence in decision making for each school.
While the above are real obstacles they certainly can be overcome. I believe the cooperative operating unit is the only route to take."

Paraprofessional:

"It seems that the staff of the library where the processing center would be located would be almost constantly involved in the unpacking, checking in, repacking and shipping of materials. Since the three colleges involved have quite separate curricula it seems unlikely that one processing center would save that much in duplication, and much of what is already duplicated among the three institutions is necessary due to usage. Perhaps it would be more advantageous, especially from the standpoint of eliminating most of the work from one location, to form a committee including staff members from the libraries of the three colleges, or persons hired specifically to review the orders from the libraries and thus eliminate unnecessary duplication in that way. The Tri-College loan system as it is set up now seems to work well."

"Budget sharing and cost allocation would be very difficult, but not impossible if the various college "rules and regulations" were amended to allow for it.
Not having one's book in one's own library until it was ready for shelving would at first seem difficult. However, it should make no difference as a book should not be available to anyone until properly classified and ready for the shelf.
If one library has the room for the operation, and was reimbursed for building overhead, it might permit the other two libraries to use cataloging area for other needs, and either avoid overcrowding or even new construction for expansion which might be needed were cataloging operations kept by each college.
The physical carrying of books to the two colleges where no cataloging was done would be quite a task, and require boxing to avoid damage from weather and handling.
Some list of books sent (invoice or packing list type) would have to be prepared to accompany books as college would have to sign for receipt of volumes delivered to them."

Clerical:

"Gaining initial approval and a continuing commitment from each of the three colleges.
Obtaining agreement on a location for the facility, and other technical problems, such as standardization of procedures.
Differences in pay scales for staff members from the different colleges."

"If there would be any positions lost it would be bad. Student wives living close to one campus and having to work at another would have the problem of transportation. Deciding who was going to head the departments and what procedures to use could be a problem. Right now it seems to run smoothly and it does seem to be a waste of time and money to get them together."

"Location
a. Who will give up precious space for this center?
b. Who will pay for a possible new building or rent for use of existing facility? It seems to be quite difficult to get funds from legislature, at least.
c. How many employes would be willing to travel to a new job site in order to continue working for the peanuts they now work for? Not many at .
d. How many employes would be willing to tackle the job of packing and unpacking volumes day after day? Some of these are mighty heavy.
e. Who would buy the trucks needed to handle the transportation of materials after processing?
f. How will mix-ups be prevented? It's hard enough keeping track of things in one library. also maintains three branch libraries which would mean an additional step in transportation - or more complex processing.
g. Where would the records be kept? Processing is not possible without them, yet it isn't possible to maintain a library without them. Would this mean the creation of a whole new set of records?
h. How much time would be wasted unpacking new materials, sorting, processing, packing again, loading on truck, unpacking again, sorting and shelving? Unpacking and arranging materials in an orderly fashion is a time-consuming job.
i. Can't say I would envy anyone who would have to make a living transporting this stuff during a North Dakota winter.

I say "bah-humbug" to the idea of a cooperative processing center."

"Money - couldn't we think of "something" to put our money into here at this library. Could this be wasted time and effort on everyone's part?"

"The biggest problem is probably employee-wage differences between Minnesota and North Dakota. That would have to be worked out to avoid complications, i.e. Minnesota Civil Service and North Dakota State."

"1. Time check-outs for materials would have to be the same length. Also late fees have the same rules governing collections. Who would utilize the money collected - the college collecting or the college from whom the book was checked out.
2. Crossing state lines with the personnel. Job classifications and benefits afforded to one state employe and not in the other state. Who would be able to work in a Tri-College office and who would be on the campus? Would the person on the campus have a different pay scale than one in the TC office?
3. Transportation of the books from the TC office to the campuses. Who? When? How?
4. Office space availability on any campus or downtown?
5. Waiting lists of students wanting the same materials.
6. Who would pay for materials previously requested? We have some orders that are two years old.
7. How would we handle payments? Would we write the checks and have a bookkeeper for TC or would the respective colleges have to do this."

'Loss of personal contact of cataloguer with college. This cannot actually be considered an obstacle.
Is delivery of books to two places a problem?"

Student:

"I don't think there would be as many duplicate books if they were all ordered from one place. If SU doesn't have a book, MSC might hinder Tri-College shuttle for books.
Also might not employ as many people."

"Legal problems - can NDSU have operation in another state? Also, will do away with student jobs badly needed on NDSU campus unless NDSU students will be given same chance as MS and CC students in applying for and obtaining jobs in Technical Services (assuming location will be in Moorhead) and can use shuttle system to get there."

"Staff relations between three libraries may be a problem. As well as elimination of some people's jobs.
There may be some financial problem, because the colleges are in two different states."

"The job of integrating the files and staff of all three would be overwhelming."

"One major obstacle to it would be the cost of a new building and in moving into it, vacating the previous precessing centers and thereby creating the necessity of remodeling to some extent."

"Many people would be out of jobs!"

"It may become too impersonal and inefficient. The way it runs now makes it easier for all of us to watch for mistakes others make."

"One thing would be a location that would be convenient for all three libraries and the people who would be employed there. Also, is it possible the budget could be cut back if the funds for ordering books and hiring help were combined?"

"It seems this would be a hassle for those who are already doing it - if done cooperatively, people from the three colleges would have to work there (transportation?). If everyone who was required to work there did so, would the facilities be large enough to handle increased staff, storage, and processing area? Since the colleges already have these facilities, it seems uneconomical to expand one facility. This money could surely be utilized for independent college expansion (thus Tri-College expansion), instead of expanding a facility already being done. To me it seems a waste of money.
Sure the expansion would bring the three libraries closer together in functioning, but why should the Technical Services be incorporated when the libraries' ordering, processing, etc. is efficient.
Also, I feel that this would be a bother for those work-study students who aid in these services - Would work-study aid be limited to where the facility was located (one college)? Would the other college work-study students have to be transported over? This money could be used in expanding the collections of the three libraries. (And instead of libraries repeating book selections perhaps a cooperative in book-buy intentions could be used among the three colleges, instead of having a central services."

"It would be difficult to get books to the libraries quickly as opposed to each library having its own system. It would also be hard to finance since there are two different states involved as well as a private college. There would be difficulties in locating a person who knows what is going on. There would be much more red tape to go through to get to anyone in authority. If it doesn't work any better than the Tri-College system it won't be worth it."

"Where would it be?"

"I see no point in it. It sounds very impersonal."

"Trying to organize it in the beginning would be chaotic."

"Division of labor among the three various heads of the processing services in each school so that there is no loss of position involved in the change-over.
Not all three schools have the same system of classifying and processing books and how much will they be willing to change?"

Replies to Question 6 (Con't)

"Administrative red-tape would take a lot out of any cooperation benefits."

"If student help is needed, transportation may be a problem."

"1. If something is done wrong, which will invariably happen, the book, card, or whatever, has to be sent back to the Technical Service department. The way things are now, they can be fixed right here.
2. Won't 2/3 of the people now employed in this area lose their jobs?
3. Where would the TSD be? CC, MS, SU? Any of the three will be inconvenient for the other two."

"If one school can originally do it faster, it would slow down the process for them.
Organization
Separate collections within schools.
Enough contact with libraries."

Question 7: How and in what other areas do you envision cooperative agreements working within the three Libraries in question? Use the back of this sheet if you need to. Leave this question blank if you can't think of any.

Librarians:

"Film library.
Certain types of AV production."

"Space problems.
MSC needs Foor 3 and 4 to enable new ways of teaching using library, etc.
NDSU needs new library building.
Eventually a central storage facility in which seldom used materials can be sent should be built rather than expensive library structures.
Combine media education programs into one with personnel teaching recruited from all three colleges."

"Even greater and more regular communication among catalogers, reference librarians, etc."

"Curriculum Center materials and A-V materials could circulate among the three libraries.
Sharing of personnel."

"I would see subject areas designated for each library which would hopefully avoid some duplication and strengthen each area more than could be done now."

Replies to Question 7 (Con't)

"The exploration of the exchanging of librarians in various departments would be of benefit in many ways.
Initial investigations thru the Tri-College Library Committee on Media have shown that there is interest in cooperative audio-visual projects; however, the primary reason for further investigation is lack of staff to devote to these projects.
The Tri-College Center for Media (audio attached) was proposed sometime ago; this still continues to have possibilities and is now being done on an informal basis at least partially at .
The area of Library Instruction within the TCU Library System also has possibilities; the Library began the development of various slide and tape programs for such instruction. These have proven to be successful. Now the next step would be to develop more specific programs thru cooperative efforts with the other libraries."

"In public services area would be difficult to say except for the obvious one of uniform identification and uniform check-out methods and regulations. If something circulates at one, it should at the other."

"A single library card for the three schools and an automated charge system for circulation."

"There is at this point no telephone communication that I know of between the catalog departments of the libraries. It is my general opinion that communication is important just on general principles that when people communicate more, they are better able to work together. Also, I don't know whether there is much sharing of information on reference questions or problems that come up, although there is interlibrary loan.
I think it is very important that a complete Union Catalog of all materials housed in the three library systems be developed."

"1. Depository for little used materials.
2. Coordination of government documents and serial publications.
3. Closer liaison with all schools involved in all areas."

"We already have interlibrary loan cooperation, with selection and processing coordination it would make reference cooperation more feasible. Via KWOC lists each department would have surer knowledge of what (ref.) books the other had that they did not. Can't think of further material cooperation."

"1. Union lists and catalogs.
2. Possible exchange of staff members.
3. Cooperative purchasing.
4. Continued growth and development of all the cooperative services now being offered."

"Teaching Library Science."

"Displays.
Hours open.
More knowledge of the others' resources."

"A start has been made with serials. The print-out of periodicals is very useful as is the shuttle system already in operation."

Paraprofessional:

"I would recommend the development of reference-bibliographer positions (such as those outlined by Gration and Young in College & Research Libraries, Jan., 1974), each of whom would be responsible for a broad area (e.g. Social Sciences), and each of whom would serve all three schools. They would coordinate both book selection and reference service for Tri-College librarians and would be a significant encouragement to the academic community's viewing the three libraries as an integrated collection."

"Shared librarian time to be able to have experienced professional to check filing in the separate libraries' card catalogs.
Discontinue purchase of new books in an area where the particular college has no area of study taught in that discipline. Depend on the college for the books on that subject, with promise by that college to keep area properly filled and supported by new purchases, if college teaching that "subject" agrees to maintain that area of knowledge.
Consider transfer (exchange) of books from one college to another on a permanent loan type of agreement if outright reciprocal exchange is impossible, or college regulations forbid disposal of property in such a manner (i.e. trade, sale, exchange).
Rather than expand the Tri-College xerox of periodical articles, a more regular free bus running on the hour between each two colleges, so that students of all three could then use the collections in each of the other two libraries."

"Special collections availability.
More "at home" cooperation recognizing the necessity to come "up to standards".
Set up other library's personnel."

"It would be good to see the departments working more closely with each other (as opposed to one central processing area), especially in the cataloging of materials."

"I would like to be able to have access to the two other colleges card catalogs.
Shuttle service does take a long time.
It would be nice to have three card catalogs for researching subjects to supplement."

Clerical:

"I think there should be one uniform library card for the students of all three colleges. Occasionally, someone from one of the cooperating colleges will want to check out a book from this library without his college I.D. This cannot be done, since we have no way of checking whether he is a student or not. If all students had one uniform card to show when checking out books, (including part-time students), this would be easier. (Part-time students do not receive I.D. cards.)"

"Having a joint rare books collection.
Joint documents collection (along with UND)."

"Union catalogue.
Combined acquisition.
Merging of the three libraries into one, either by establishing a central library with core reference collections in the campus branches, or by dividing books among the colleges by subject. This would call for improved transportation between libraries, as browsing is an important educational process. Maybe a Tri-College monorail...."

"A print-out of all holdings in Tri-College as we have for periodicals would eliminate phone calls and/or sending requests via TWX machine."

"1. I favor continuation of areas in which the libraries are now cooperating. These would include the shuttle system, computer print-out of serials and periodicals (and A-V materials), etc.
2. I might favor a cooperative effort in acquisitions. This would seem to me to be fairly simple thing to implement, with most of the work being done in each of the libraries.
3. Cooperative cataloging would be a possibility in some areas, though I feel this is an area best left for the catalogers to comment on."

"I think a valuable thing to do would be a "professional exchange". For a period of, say one or two weeks, librarians of the same departments in each library would exchange. It could be a useful tool not only in bringing new ideas into departments and the library as a whole, but would aid in bringing all three libraries closer together."

Student:

"Card catalogs or micro-film of each other's books, records, periodicals, etc."

"Personnel could get together - Administrations need to work on nonprofessional attitudes towards employees. Employees are first, human beings."

Replies to Question 7 (Con't)

"Library Science program between MS and Concordia.
Reserve?
Microfilm of card catalogs.
Publicity of services."

"The library system of the Tri-College is already very cooperative. As a student, I have used the facilities at both the other schools, and had no problems."

"The times they are open for student use (hours and number of hours open!)"

"Ordering new books."

"There should be greater use of the three libraries. If it changes to a central system it would have to be quicker than the Tri-College system works now. It shouldn't take so long."

"Why not combine acquisitions for all three and leave technical services in each library. That would avoid duplication in ordering although decisions would have to be made as to which library would house which new acquisitions."

"Increasing the efficiency of the Tri-College shuttle. Combining card catalogs or using a print-out to show materials available in the other libraries."

"Maybe the reason I don't believe in ordering, etc. is because I don't believe on relying so much on interlibrary loan. I think many students when looking for a book and can't find it "don't bother" with interlibrary loan because it takes time to fill out papers, keep checking to see if the book is in, getting it back on time, etc."

"Student print-outs."

EXHIBIT 3c

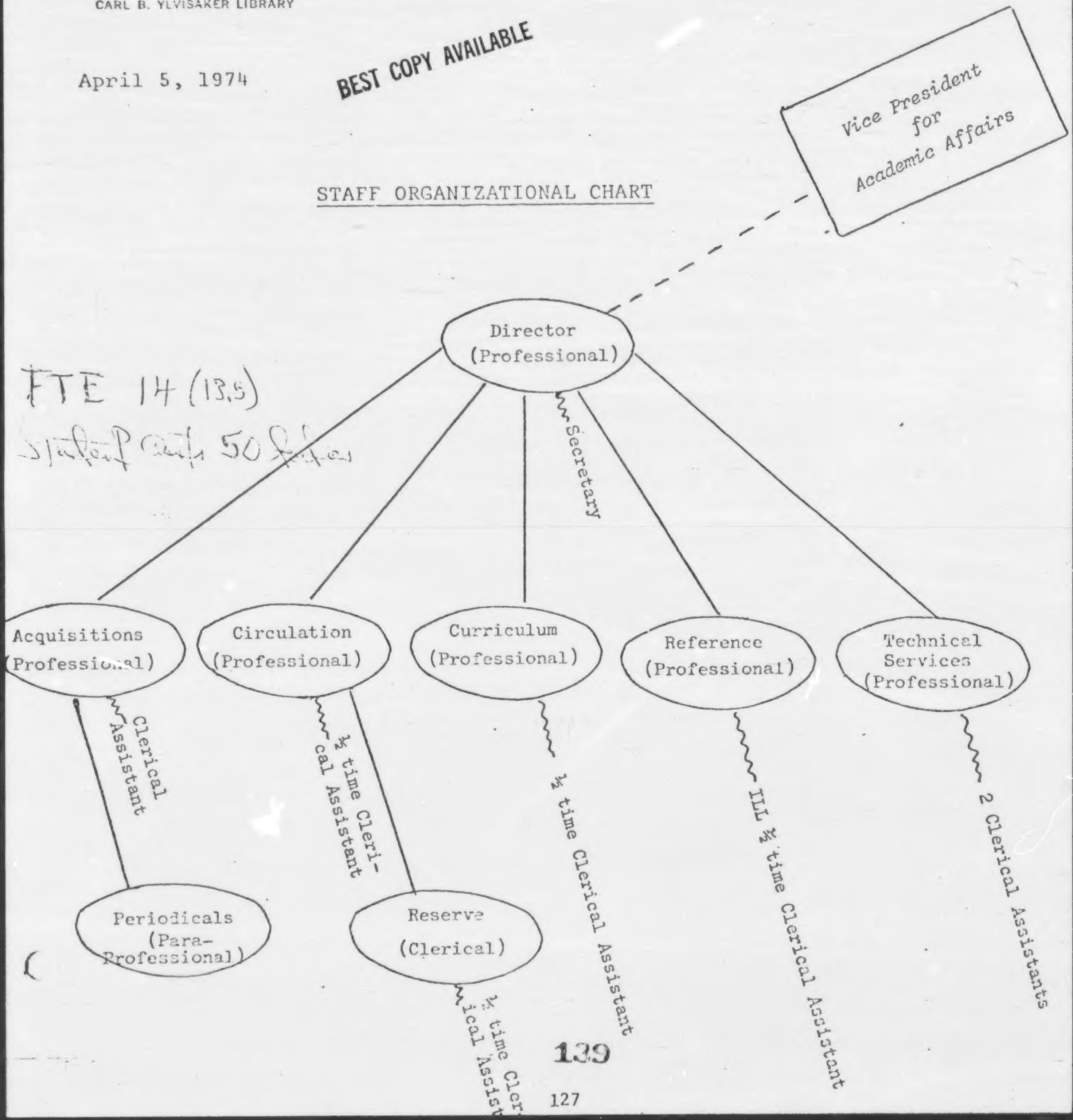
CONCORDIA COLLEGE

MOORHEAD, MINNESOTA
56560

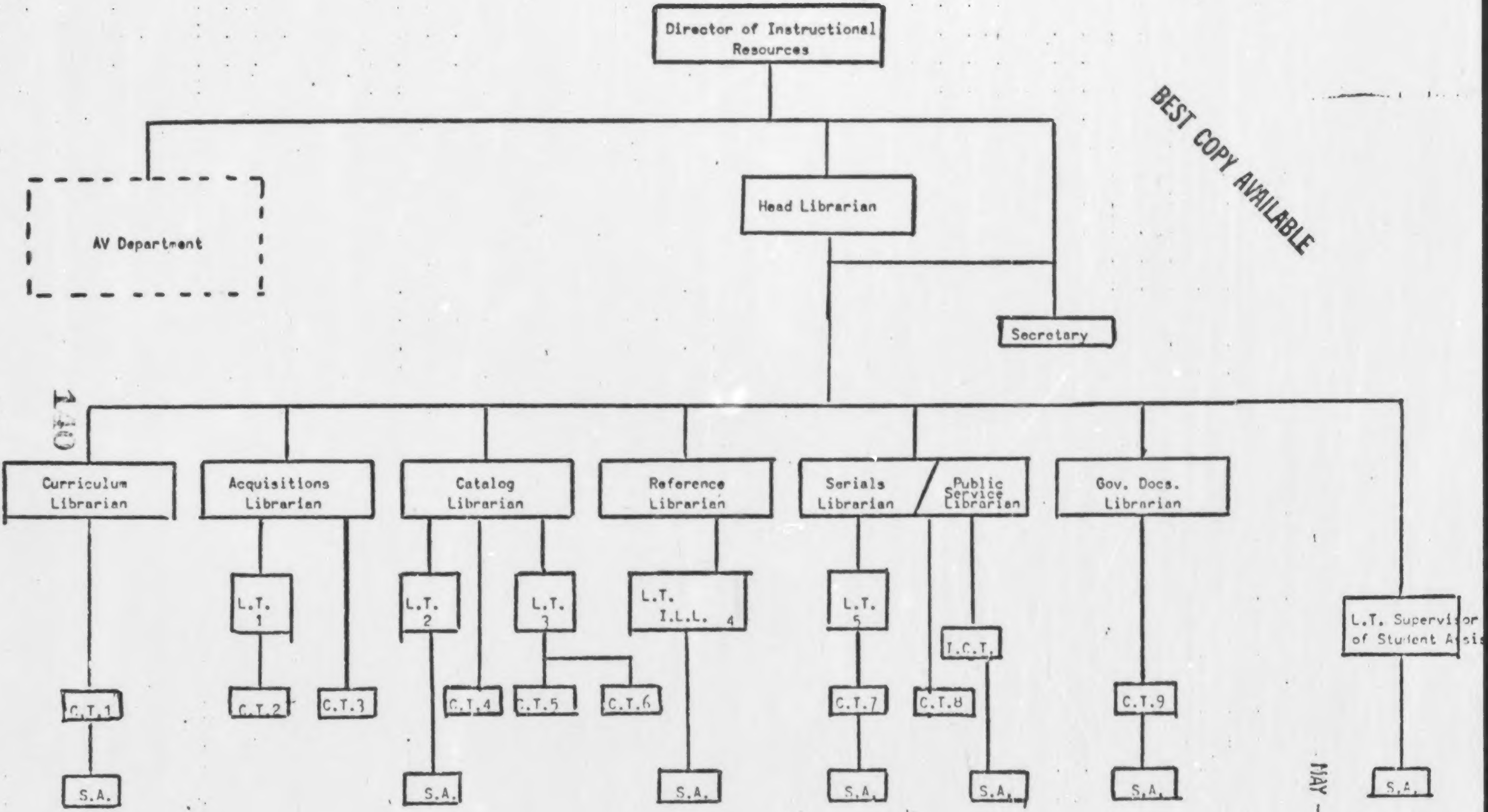
CARL B. YLVISAKER LIBRARY

April 5, 1974

STAFF ORGANIZATIONAL CHART



FTE 14 (13.5)
student assts 50 [illegible]



L.T. - Library Technician
I.C.T. - Intermediate Clerk Typist
C.T. - Clerk Typist
S.A. - Student Assistants

MAY - 2 1974

EXHIBIT 3a

NORTH DAKOTA STATE UNIVERSITY LIBRARY
TABLE OF ORGANIZATION

K. L. Janecek, Director of Libraries
Shirley Deyle, Secretary

Patricia Schommer, Head
Acquisitions Department

Bib. Search

Nancy d'Errico, Librarian
Mary Koehmstedt, Clerk
Marjory Morris, Clerk (½)

Ordering

Eloise Jackson, Supervisor
Helen Johnson, Clerk
Cynthia Jones, Clerk

Carol Koehmstedt, Head
Reference Department

Michael Miller, Inst. Serv. Lib.
Carol Bodien, Documents Lib.
Cecile Fissinger, ILL Clerk (3/4)
Marjory Morris, Ref. Clerk

Beverly Brkic, Head
Catalog Department

Phyllis Nelson, Cataloger
John Nordby, Cataloger
Ranjit Maan, Para. (½)
Clarice Hackman, Para.
Elizabeth Bauder, Clerk
Laura Parker, Clerk
Michelle Vondal, Clerk
Irene Galivan, Clerk
Barbara Molnar Clerk (½)

Frank Seidl
Serials

John Bye,
Jeannette
Linda Marc

Bi

Judith Joh
Nellie Var
George Sta

April 8, 1974

EXHIBIT 3a

NORTH DAKOTA STATE UNIVERSITY LIBRARY
TABLE OF ORGANIZATION

K. L. Janecek, Director of Libraries
Shirley Deyle, Secretary

Carol Koehmstedt, Head
Reference Department

Michael Miller, Inst. Serv. Lib.
Carol Bodien, Documents Lib.
Cecile Fissinger, ILL Clerk (3/4)
Marjory Morris, Ref. Clerk

Beverly Brkic, Head
Catalog Department

Phyllis Nelson, Cataloger
John Nordby, Cataloger
Ranjit Maan, Para. (½)
Clarice Hackman, Para.
Elizabeth Bauder, Clerk
Laura Parker, Clerk
Michelle Vondal, Clerk
Irene Galivan, Clerk
Barbara Molnar Clerk (½)

Frank Seidlinger, Act. Head
Serials Department

John Bye, Librarian
Jeannette Hegge, Clerk
Linda Marquis, Clerk

Bindery

Judith Johnson, Para.
Nellie Vangsness, Clerk
George Stanley, Home Binder

Aileen Buck, Head
Circulation Department

Carol Hefta, Para.
Mary Broten, Clerk
Linda Ettinger, Clerk
Judith Siders, Clerk

Branch Libraries

Grace Krein, Supervisor,
Architecture Library
Heather Eulert, Supvr.,
Pharmacy Library

EXHIBIT 4

PROCESSING
DIARY
STUDY

Please keep this slip
with the book at all times.

Please print using
month, day, year.

1. Book arrives in Library

   Date______________ Initials______

2. Book leaves Acquisitions

   Date______________ Initials______

3. Book arrives in Cataloging

   Date______________ Initials______

4. Book leaves Cataloging

   Date______________ Initials______

Comments:

Please return all slips
to Library Secretary,
who will forward them
to Mr. Burns.

Moorhead State College Library
Moorhead, Minnesota 56560

EXHIBIT 5

TECHNICAL SERVICES FILES INVENTORY

TRI-COLLEGE UNIVERSITY LIBRARIES DATE: ____________

BRARY: ____NDSU ____MSC ____CC

DEPARTMENT: ____________ DIVISION: ____________

FILE NAME: ____________

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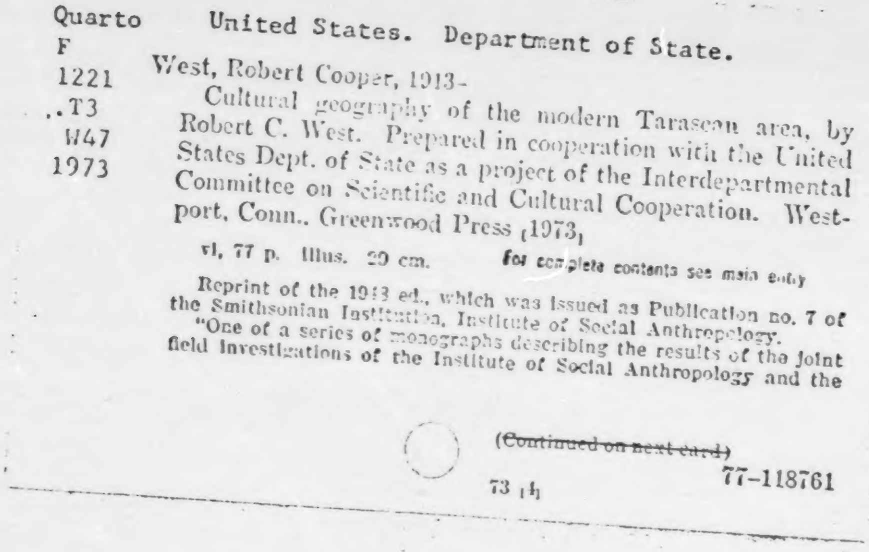


Quarto
F
1221
.T3
W47
1973

United States. Department of State.

West, Robert Cooper, 1913-

Cultural geography of the modern Tarascan area, by Robert C. West. Prepared in cooperation with the United States Dept. of State as a project of the Interdepartmental Committee on Scientific and Cultural Cooperation. Westport, Conn., Greenwood Press [1973]

vi, 77 p. illus. 29 cm. For complete contents see main entry

Reprint of the 1948 ed., which was issued as Publication no. 7 of the Smithsonian Institution, Institute of Social Anthropology.

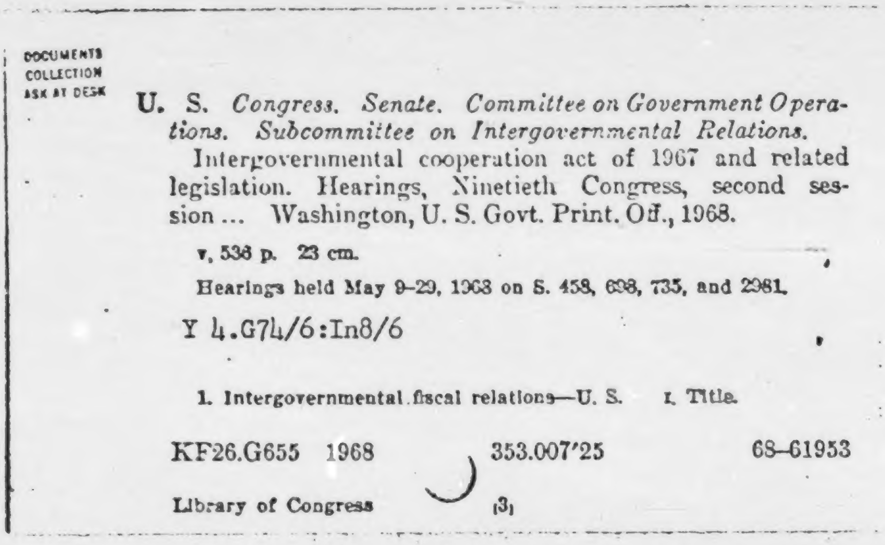
"One of a series of monographs describing the results of the joint field investigations of the Institute of Social Anthropology and the

~~(Continued on next card)~~

73 [4] 77-118761

EXHIBIT 7

CATALOG CARDS ILLUSTRATING THE FILING ORDER USED FOR CORPORATE ENTRIES OF U.S. GOVERNMENT DOCUMENTS



DOCUMENTS
COLLECTION
ASK AT DESK

U. S. *Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.*

Intergovernmental cooperation act of 1967 and related legislation. Hearings, Ninetieth Congress, second session ... Washington, U. S. Govt. Print. Off., 1968.

v, 536 p. 23 cm.

Hearings held May 9-29, 1968 on S. 458, 698, 735, and 2981.

Y 4.G74/6:In8/6

1. Intergovernmental fiscal relations—U. S. I. Title.

KF26.G655 1968 353.007'25 68-61953

Library of Congress [3]

EXHIBIT 7

Y4.G74/6:In8/6/969

DOCUMENTS
COLLECTION
ASK AT DESK

U. S. *Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.*

Intergovernmental cooperation act of 1969 and related legislation. Hearings, Ninety-first Congress, first session .. Washington, U. S. Govt. Print. Off., 1969.

v, 290 p. 24 cm. 1.25

Hearings held Sept. 9-17, 1969 on S. 60: the Program information act; S. 2035: the Grant consolidation act of 1969; S. 2479: the Intergovernmental cooperation act of 1969.

1. Intergovernmental fiscal relations—U. S. I. Title.

KF26.G655 1969e 353.007'25 72-604522
MARC

Library of Congress [illegible]

Y4.G74/6:In8/10/pt.

DOCUMENTS
COLLECTION
ASK AT DESK

U. S. *Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.*

Intergovernmental coordination of power development and environmental protection act. Hearings, Ninety-first Congress, second session on S. 2752 ... Washington, U. S. Govt. Print. Off., 1970–

v. 24 cm. 1.75 (v. 1)

Hearings held Feb. 3– 1970.

FOR HOLDINGS SEE SHELF LIST

1. Electric utilities—Law and legislation—U. S. I. Title.

KF26.G655 1970 363.6'2'0973 70-608551
MARC

Library of Congress 70 [4]

EXHIBIT 7

DOCUMENTS
COLLECTION
ASK AT DESK

U. S. *Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.*

Intergovernmental personnel act of 1967. Intergovernmental manpower act of 1967. Hearings, Ninetieth Congress, first session, on S. 699 and S. 1485. April 26, 27, and 28, 1967. Washington, U. S. Govt. Print. Off., 1967.

Y4.G74/6:In8/2/967

v, 314 p. 24 cm.

1. Civil service—U. S.—States. 2. Grants-in-aid—U. S. I. Title. II. Title: Intergovernmental manpower act of 1967.

KF26.G655 1967 353'.001 67-61757

Library of Congress [S]

EXHIBIT 7

Y4.G74/6:F31/14

DOCUMENT COLLECTION ASK AT DESK

United States. Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.

A new federalism. Hearings, Ninety-third Congress, first session. ... Washington, U. S. Govt. Print. Off., 1973.

2 v. 24 cm. $2.20 (v. 1); $2.35 (v. 2)

Hearings held Feb. 21-Mar. 15, 1973.

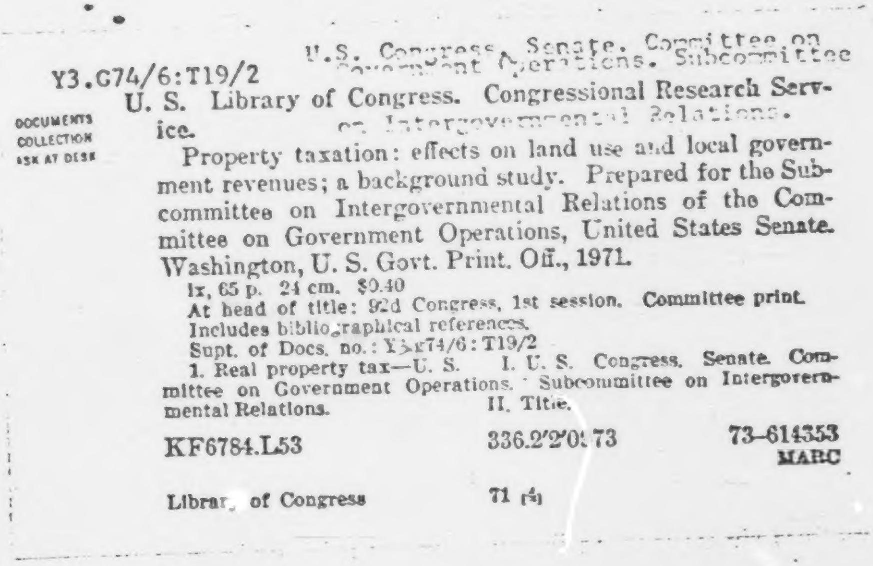
Vol. 2 contains text of the Office of Economic Opportunity's National anti-poverty plan, fiscal years 1968-72.

Supt. of Docs. no.: Y 4.G74/6: F 13/14

1. Intergovernmental fiscal relations—United States. 2. Economic assistance, Domestic—United States. I. United States. Office of Economic Opportunity. National anti-poverty plan, fiscal years 1968-72. 1973. II. Title.

KF26.G655 1973 353.09'2 73-602112 MARC

Library of Congress 73 [4]



Y3.G74/6:T19/2

U.S. Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations.

DOCUMENTS
COLLECTION
ASK AT DESK

U. S. Library of Congress. Congressional Research Service.

Property taxation: effects on land use and local government revenues; a background study. Prepared for the Subcommittee on Intergovernmental Relations of the Committee on Government Operations, United States Senate. Washington, U. S. Govt. Print. Off., 1971.

ix, 65 p. 24 cm. $0.40

At head of title: 92d Congress, 1st session. Committee print.

Includes bibliographical references.

Supt. of Docs. no.: Y3.G74/6:T19/2

1. Real property tax—U. S. I. U. S. Congress. Senate. Committee on Government Operations. Subcommittee on Intergovernmental Relations. II. Title.

KF6784.L53 336.2'2'0973 73-614353

MARC

Library of Congress 71 [4]

EXHIBIT 7

Available only at
Concordia Library

LAC 15755

U.S. *Congress. Senate. Committee on Immigration.*
Report. [Washington, Govt. print. off., 1893]

Microfiche 4x6

xvii, 279 p. (52d Cong., 2d sess. Senate. Rept. 1333)

microbook®
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Submitted by Mr. Chandler and ordered printed February 22, 1893.

1. Emigration and immigration law—U.S. 2. U.S.—Emigration and immigration.
I. Chandler, William Eaton, 1835–1917.

EXHIBIT 7

Y4.P96/10:92-H32

United States. Congress. Senate.
Committee on Interior and
Insular Affairs.

DOCUMENTS
COLLECTION
ASK AT DESK

United States. Congress. Senate. Committee on Public Works.

National environmental policy act. Joint hearings before the Committee on Public Works and the Committee on Interior and Insular Affairs. United States Senate, Ninety-second Congress, second session ... Washington, U. S. Govt. Print. Off., 1972.

vi, 604 p. illus. 24 cm.
Hearings held Mar. 1-9, 1972.
"Serial no. 92-H32."
Includes bibliographical references.
1. Environmental law—United States. 2. Environmental policy—United States. I. United States. Congress. Senate. Committee on Interior and Insular Affairs. II. Title.

KF25.P5 1972 344'.73'0463 72-602380
MARC

Library of Congress 72 [4]

Serial No. 12931-2

DOCUMENTS COLLECTION ASK AT DESK

U. S. Congress. Senate. Committee on Labor and Public Welfare.

Education amendments of 1971; report on S. 659 ... together with supplemental and individual views. Washington, U. S. Govt. Print. Off., 1971.

584 p. 24 cm. (92d Congress, 1st session. Senate. Report no. 92-346)

Supt. of Docs. no.: 92-1: S.rp.346

1. Federal aid to higher education — U. S. 2. Vocational education—Law and legislation—U. S. I. Title. ~~II. Series~~: U. S. 92d Congress, 1st session, 1971. Senate. Report no. 92-346.

KF31.L3 1971a 344'.73'0760262 79-613955

MARC

Library of Congress 71 [4]

Senate report

86-1121

DOCUMENTS COLLECTION ASK AT DESK

U.S. Congress. Senate. Committee on Labor and Public Welfare.

The aged and aging; a report...made by its Subcommittee on problems of the aged and aging, pursuant to S. Res. 65 (86th Cong. 1st. Sess.)

At head of title: 86th Cong. 2d. sess. Senate Report no. 1121.

BEST COPY AVAILABLE

U.S. Congress. Senate. Committee on Government Operations

331.88
M12

McClellan, John Little, 1896-

Crime without punishment. [1st ed.] New York, Popular Library [1962]

253p. illus. 18cm.

1. U. S. Congress. Senate. Select Committee on Improper Activities in the Labor or Management Field. 2. U. S. Congress. Senate. Committee on Government Operations. 3. Racketeering—U. S. 4. Trade unions—U. S. I. Title.

HD6490.R3U73 331.8808 62—8523 ‡

Library of Congress [63u5]

Cong.
Serial
Set

DOCUMENTS
COLLECTION
ASK AT DESK

U.S. Congress. Senate. Committee on
Government Operations.
Reports. Washington, U.S. Govt.
Print. Office, 1966-
v. 24 cm.

364.143
M12

U.S. Congress. Senate. Committee on Government Operations

McClellan, John Little, 1896-

Crime without punishment. [1st ed.] New York, Duell, Sloan and Pearce [1962]

300 p. illus. 24 cm.

1. U. S. Congress. Senate. Select Committee on Improper Activities in the Labor or Management Field. 2. U. S. Congress. Senate. Committee on Government Operations. 3. Racketeering—U. S. 4. Trade-unions—U. S. I. Title.

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Library of Congress [63u5]

REFERENCE
COLLECTION
HA
201
1830
.D2

U.S. Dept. of State

U. S. *Census office. 5th census*, 1830.

... Abstract of the returns of the fifth census, showing the number of free people, the number of slaves, the federal or representative number; and the aggregate of each county of each state of the United States. Prepared from the corrected returns of the secretary of state to Congress, by the clerk of the House of representatives. Washington, Printed by D. Green, 1832.

51 p. 25 cm.

Photographic facsimile

1. U. S.—Census, 5th, 1830. I. U. S. Dept. of state.

HA201 1830.D2 10—29400

Library of Congress [65e1]

EXHIBIT 8

REFERENCE COLLECTION
HA
201
1810B

U.S. Dept. of state.

U. S. *Census office. 3d census.* 1810.

Aggregate amount of each description of persons within the United States of America, and the territories thereof, agreeably to actual enumeration made according to law, in the year 1810. [Washington, 1811]

Photographic facsimile, Central Book Co., Brooklyn, New York.

90 numb. l. 31½ x 39 cm.

Caption title.
Transmitted from the Department of state. cf. l. 90.

1. U. S.—Census, 3d, 1810. 2. U. S.—Population. I. U. S. Dept. of state.

HA201 1810B 8—21063

Library of Congress [65c1]

JX
236
1968
.A5

U.S. Department of State

U. S. *Treaties, etc.*

Treaties and other international agreements of the United States of America, 1776–1949. Compiled under the direction of Charles I. Bevans. [Washington, Dept. of State; for sale by the Supt. of Docs., U. S. Govt. Print. Off., 1968–

v. 26 cm. (Dept. of State publication 8407) 8.50 (v. 1)

CONTENTS.—v. 1. Multilateral, 1776–1917. v.2. Multilateral, 1918-1930. v.3. Multilateral, 1931-1945.

FOR HOLDINGS SEE SHELF LIST

1. U. S.—Foreign relations—Treaties. I. Bevans, Charles I., 1908– II. U. S. Dept. of State. III. Title.

JX236 1968.A5 341.2'73 70–600742
MARC

Library of Congress 69 [5]

OFFICE OF EDUCATION COLLECTION

Adult education.

U. S. *Office of education.*

... Adult education ...
(*In its* Biennial surveys, 1922/24–)
L111.A32

—— —— Washington, U. S. Govt. print. off., 1925–

v. 23cm.

Advance sheets from Biennial survey of education in the United States, 1922/24–

Issued as Bulletin, 1925, no. 36; 1927, no. 18; 1929, no. 23; 1931, no. 20, chap. XII, vol. I.

Title varies: 1922/24, Adult education for foreign-born and native illiterates.
1924/26, Public education of adults in the years 1924–1926.
1926/28, Adult education activities during the biennium 1926–1928.
1928/30, Adult education.

(Continued on next card)

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[r32h2]

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140-A(Rev.)	C20-73-11, Housing Starts, Nov.1973 *45c	C 56.211/3:C20-73-11
	C22-74-2, February 1974	C 56.211:C22-74-2
	C25-74-2, February 1974	C 56.211/2:C25-74-2
	C41-74-3, March 1974	C 56.211/6:C41-74-3
141	Cotton Ginnings A20-73-7, April 1974	C 56.239:73-7
144	Foreign Trade Reports:	C 56.210:
	FT 900-74-3, March 1974	
	FT 986-74-1, January 1974	
	FT2402-74-3, March 1974	
148-B	Monthly Department Store Sales, BD-74-2, Feb.1974	C 56.219/3:BD-74-2
260	Official Gazette(Trademarks)Vol.922,No.2,May 14,1974 *$1.25	C 21.5/4:922/2
314-A	Handbook H6,Sec.A, supp.9, January 1974 *on sub	D 7.6/2:6/sec.A/supp.9
	Handbook H6,Sec.B, supp.9, January 1974 *on sub	D 7.6/2:6/sec.B/supp.9
431-C-1	FAA Air Traffic Activity, Peak Day and Terminal Area Relationships, cy 1973 S/N 5007-00227 *$4.55	TD 4.19:973-2
431-I-12	660/2-73-029, Mathematical Model for Barged Ocean Disposal of Wastes, December 1973 *$4.85	EP 1.23/2:660/2-73-029
431-I-12	670/2-73-077, Combined Sewer Overflow Seminar Papers, November 1973 *$2.20	EP 1.23/2:670/2-73-077
507-A-1	Carcinogenesis Absrracts Vol.11,No.10, October 1973	HE 20.3159:11/10
508-H-2	Selected References on Environmental Quality as it relates to Health,Vol.4,No.5,May 1974 *90c	HE 20.3616:4/5
557	Monthly Catalog, April 1974 *$1.35 Note: March 1974 issue will be sent in a few days.	GP 3.8:974/4
563	Federal Specifications: WW-T=1765,March 8, 1974	GS 2.8:WW-T-1765
572	CFR Title 20, pts.01 to 399, rev. 4/1/74 *$1.95	GS 4.108:20/pt.01-399/974
646-A	Pub.in Arch.10, Ruins Stabilization in the Southwestern United States, S/N 2405-00534 *$2.30	I 29.59:10
746-N	Manpower Vol.6, No.2, February 1974 *$1.30	L 1.39/9:6/2
650	Timpanogos Cave Natl. Monument, Utah, rev. 1974	I 29.21:T48/4/974
857-D-10	H-14-B, In Time of Emergency, A Citizen's Handbook on Disasters, December 1973	D 14.8/3:14-B
910-D	SCZ No. 165, The Burrowing Sponges of Bermuda, *80c	SI 1.27:165
1040	Hearings: Market Performance and Competition in the Petroleum Industry, pt.2, Serial No. 93-24	Y4.In 8/13:93-24/pt.2

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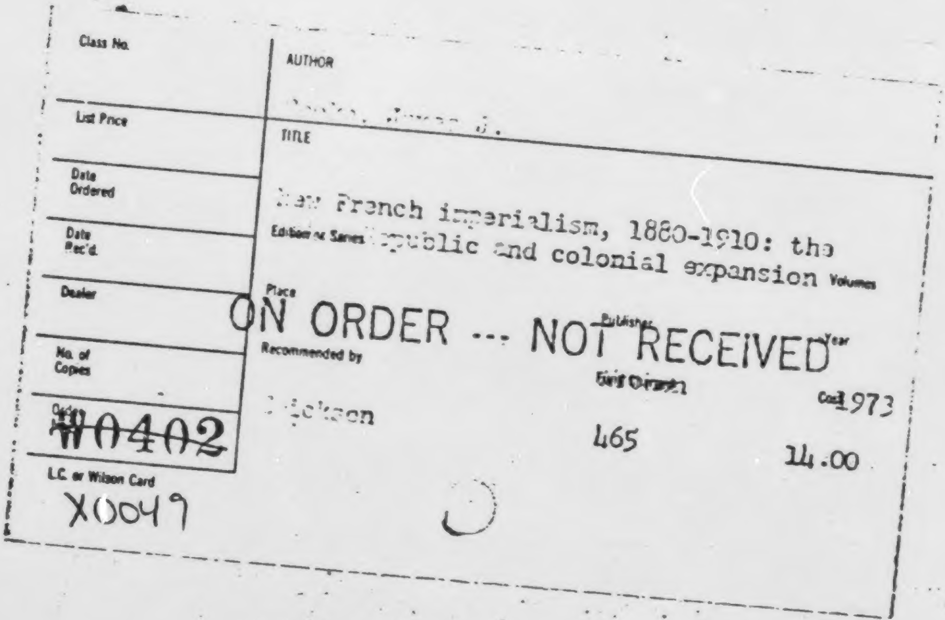

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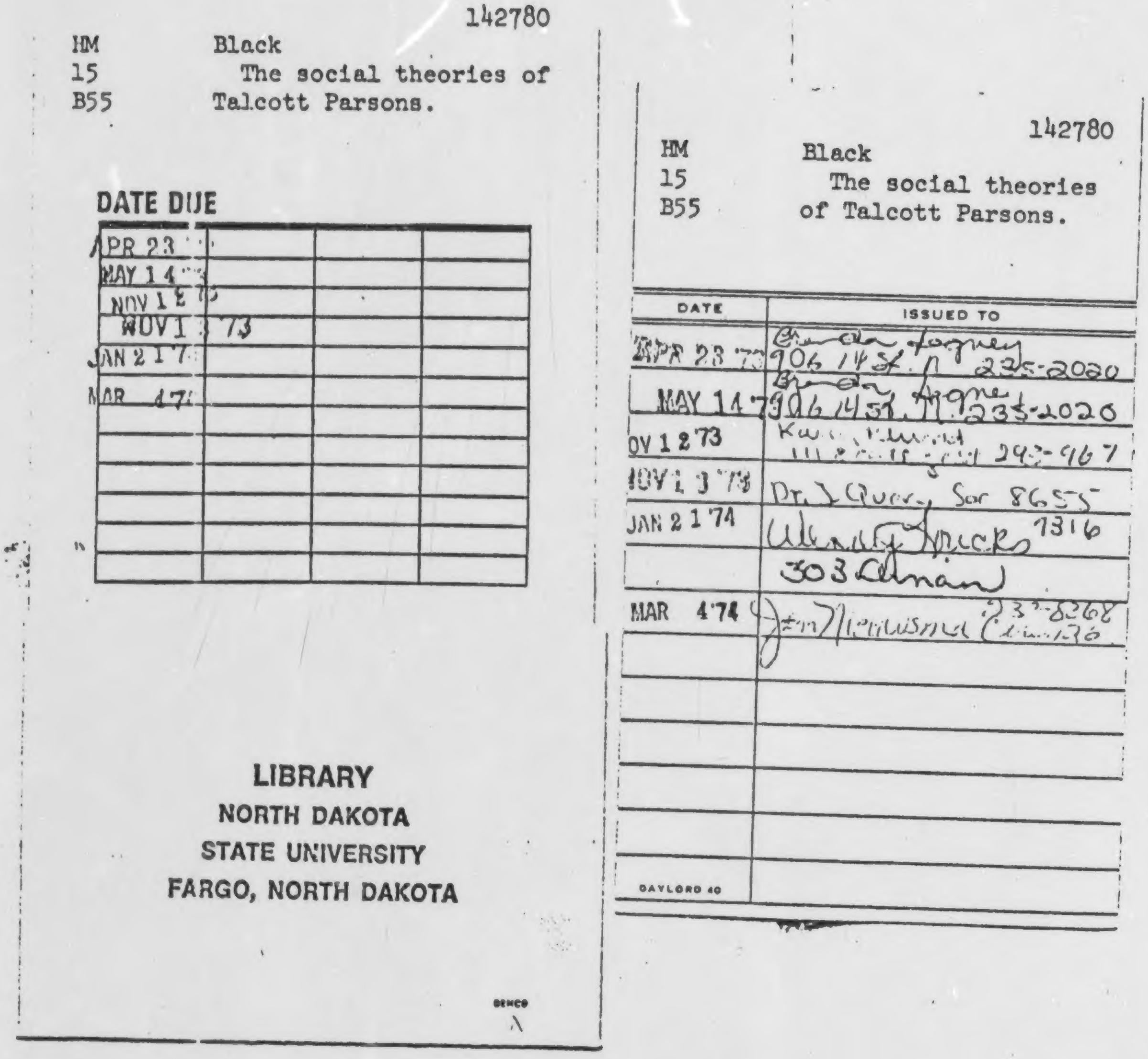

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	303 [illegible]
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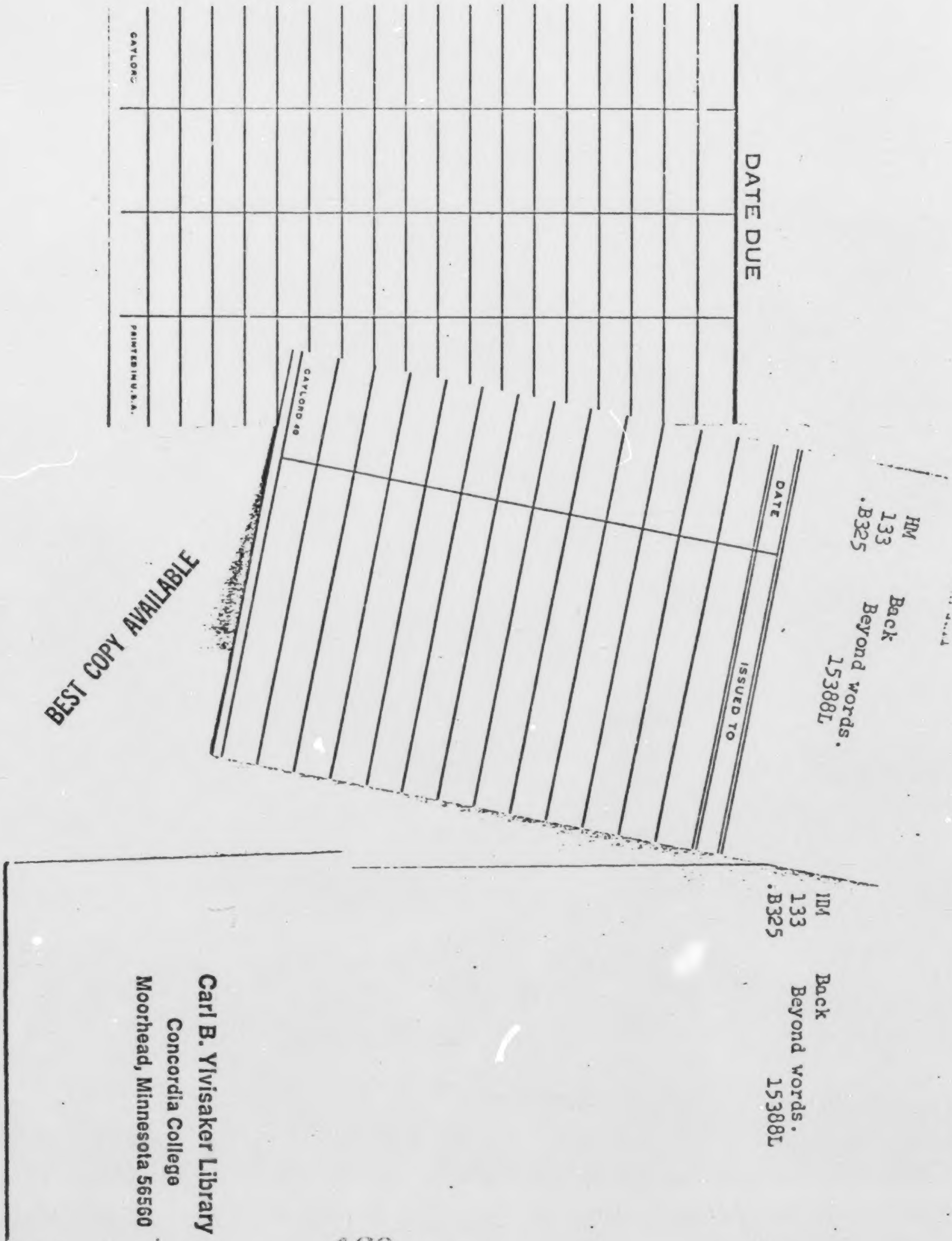

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EXHIBIT 12

SHELF LIST CARDS: NDSU

921
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105653

Leyda, Jay, 1910- *ed. and tr.*

The Musorgsky reader; a life of Modeste Petrovich Musorgsky in letters and documents, ed. and tr. by Jay Leyda and Sergei Bertensson. [1st ed.] New York, W. W. Norton [1947]

xxiii, 474 p. illus., ports., music. 25 cm.

"Musorgsky's works": p. 424-437. "Musorgsky's works on records": p. 451-458.
"Sources": p. 459-462.

1. Musorgskii, Modeste Petrovich, 1839-1881. 2. Musorgskii, Modeste Petrovich, 1839-1881—Discography. I. Bertensson, Sergei, 1885- joint ed. and tr. II. Title.

ML410.M97L5 927.8 47—11340*

Library of Congress [a50z5]

809
L58a

107013

Lewis, Clive Staples, 1898-

The allegory of love; a study in medieval tradition, by C. S. Lewis ... Oxford, The Clarendon press, 1936.

viii p., 1 l., 378 p., 1 l. 22½ cm.

CONTENTS.—Courtly love.—Allegory.—The romance of the rose.—Chaucer.—Gower. Thomas Usk.—Allegory as the dominant form.—The faerie queene.—Appendix.

1. Courtly love. 2. Allegory. 3. Literature, Comparative—Themes, motives. 4. English poetry—Middle English (1100-1500)—Hist. & crit. I. Title.

PN688.L4 809 36—34602

Library of Congress [53o1]

EXHIBIT 12

SHELF LIST CARDS: NDSU

PR
643
M7
M3
1966

195658

Mackenzie, William Roy, 1882–
The English moralities from the point of view of allegory, by W. Roy Mackenzie. New York, Gordian Press, 1966.

xv, 278 p. 22 cm. (Harvard studies in English, v. 2)

"Originally published 1914."
Bibliography: p. 271–273.

1. Moralities, English—Hist. & crit. 2. Allegory. I. Title. (Series)

PR643.M7M3 1966 822'.05'1 66—29466

Library of Congress [67d5]

SHELF LIST CARD: CONCORDIA

PN
688
.L4

2306L

Lewis, Clive Staples, 1898–
The allegory of love; a study in medieval tradition, by C. S. Lewis ... London, G.Cumberlege, Oxford university press [1951]

viii p., 1 l., 373 p., 1 l. 22½ cm.

CONTENTS.—Courtly love.—Allegory.—The romance of the rose.—Chaucer.—Gower. Thomas Usk.—Allegory as the dominant form.—The faerie queene.—Appendix.

"First published 1936. Reprinted ... 1951."

1. Courtly love. 2. Allegory. 3. Literature, Comparative—Themes, motives. 4. English poetry—Middle English (1100–1500)—Hist. & crit. I. Title.

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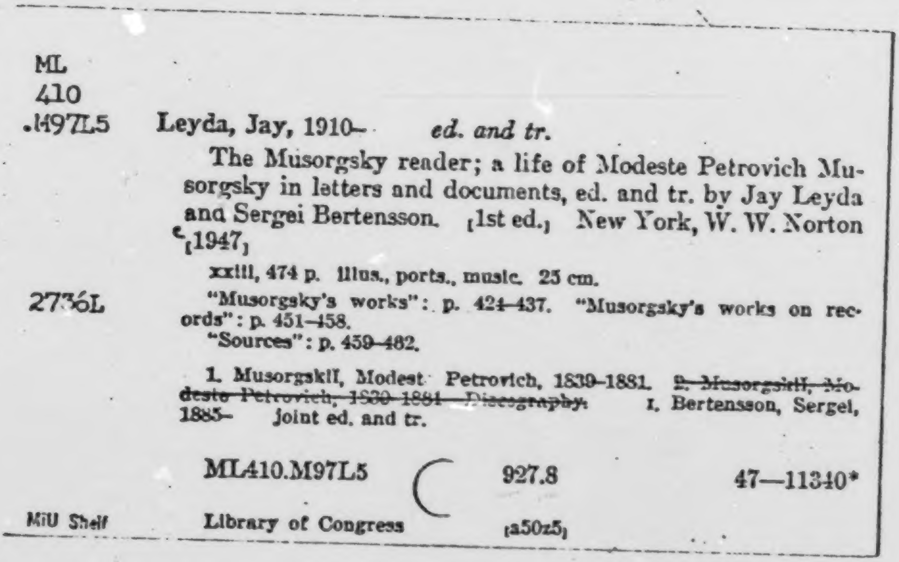

ML
410
.M97L5 **Leyda, Jay, 1910-** *ed. and tr.*

The Musorgsky reader; a life of Modeste Petrovich Musorgsky in letters and documents, ed. and tr. by Jay Leyda and Sergei Bertensson. [1st ed.] New York, W. W. Norton c[1947]

xxiii, 474 p. illus., ports., music. 25 cm.

2736L "Musorgsky's works": p. 424-437. "Musorgsky's works on records": p. 451-458.

"Sources": p. 459-482.

1. Musorgskii, Modest Petrovich, 1839-1881. ~~2. Musorgskii, Modeste Petrovich, 1839-1881—Discography.~~ I. Bertensson, Sergei, 1885- joint ed. and tr.

ML410.M97L5 927.8 47—11340*

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EXHIBIT 12

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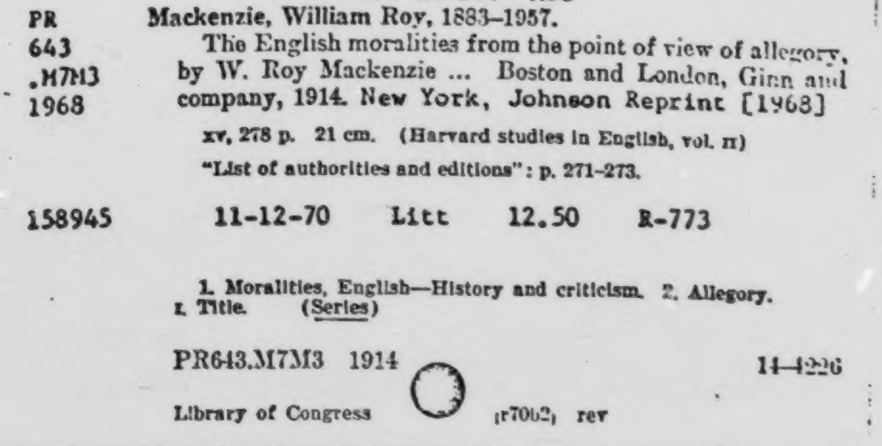

PR **Mackenzie, William Roy, 1883-1957.**
643 The English moralities from the point of view of allegory,
.M7M3 by W. Roy Mackenzie ... Boston and London, Ginn and
1968 company, 1914. New York, Johnson Reprint [1968]

xv, 278 p. 21 cm. (Harvard studies in English, vol. II)

"List of authorities and editions": p. 271-273.

158945 11-12-70 Litt 12.50 R-773

1. Moralities, English—History and criticism. 2. Allegory. I. Title. (Series)

PR643.M7M3 1914 14-4226

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EXHIBIT 12

MAIN ENTRY CARD: NDSU

809
L58a

Lewis, Clive Staples, 1898–

The allegory of love; a study in medieval tradition, by C. S. Lewis ... Oxford, The Clarendon press, 1936.

viii p., 1 l., 378 p., 1 l. 22½ cm.

CONTENTS.—Courtly love.—Allegory.—The romance of the rose.—Chaucer.—Gower. Thomas Usk.—Allegory as the dominant form.—The faerie queene.—Appendix.

1. Courtly love. 2. Allegory. 3. Literature, Comparative—Themes, motives. 4. English poetry—Middle English (1100-1500)—Hist. & crit. I. Title.

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Library of Congress ͵53o1͵

921
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Leyda, Jay, 1910– *ed. and tr.*

The Musorgsky reader; a life of Modeste Petrovich Musorgsky in letters and documents, ed. and tr. by Jay Leyda and Sergei Bertensson. ͵1st ed.͵ New York, W. W. Norton ͵1947͵

xxiii, 474 p. illus., ports., music. 25 cm.

"Musorgsky's works": p. 424–437. "Musorgsky's works on records": p. 451–458.
"Sources": p. 459–462.

1. Musorgskiĭ, Modeste Petrovich, 1839–1881. 2. Musorgskiĭ, Modeste Petrovich, 1839–1881—Discography. I. Bertensson, Sergei, 1885– joint ed. and tr. I. Title.

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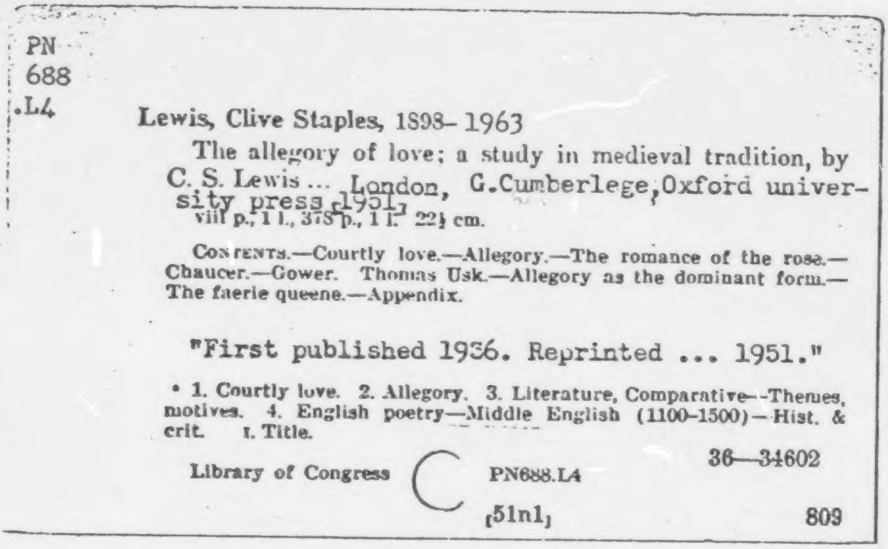

PN
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Lewis, Clive Staples, 1898- 1963

The allegory of love; a study in medieval tradition, by C. S. Lewis ... London, G.Cumberlege, Oxford university press ,1951,

viii p., 1 l., 378 p., 1 l. 22½ cm.

Contents.—Courtly love.—Allegory.—The romance of the rose.—Chaucer.—Gower. Thomas Usk.—Allegory as the dominant form.—The faerie queene.—Appendix.

"First published 1936. Reprinted ... 1951."

• 1. Courtly love. 2. Allegory. 3. Literature, Comparative--Themes, motives. 4. English poetry—Middle English (1100-1500)—Hist. & crit. I. Title.

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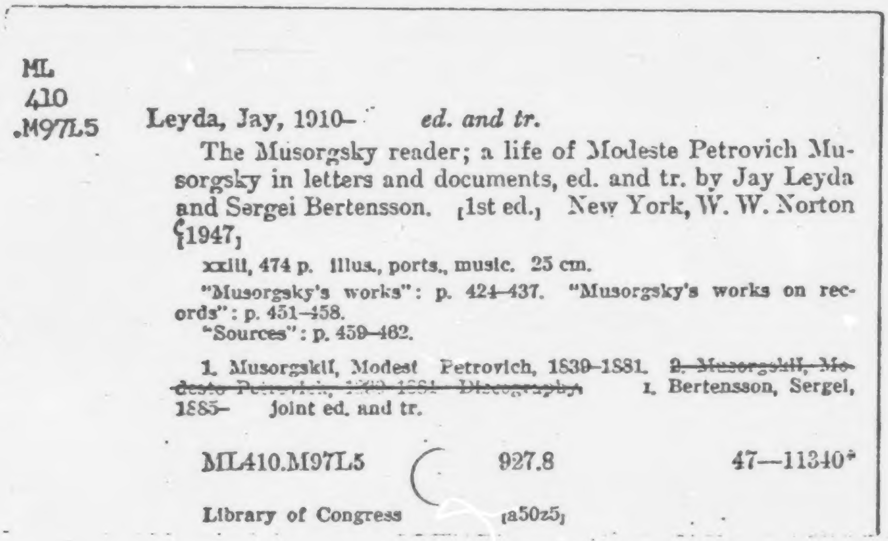

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Leyda, Jay, 1910- *ed. and tr.*

The Musorgsky reader; a life of Modeste Petrovich Musorgsky in letters and documents, ed. and tr. by Jay Leyda and Sergei Bertensson. [1st ed.] New York, W. W. Norton [1947]

xxiii, 474 p. illus., ports., music. 25 cm.

"Musorgsky's works": p. 424-437. "Musorgsky's works on records": p. 451-458.

"Sources": p. 459-462.

1. Musorgskii, Modest Petrovich, 1839-1881. ~~2. Musorgskii, Modeste Petrovich, 1839-1881—Discography.~~ I. Bertensson, Sergei, 1885- joint ed. and tr.

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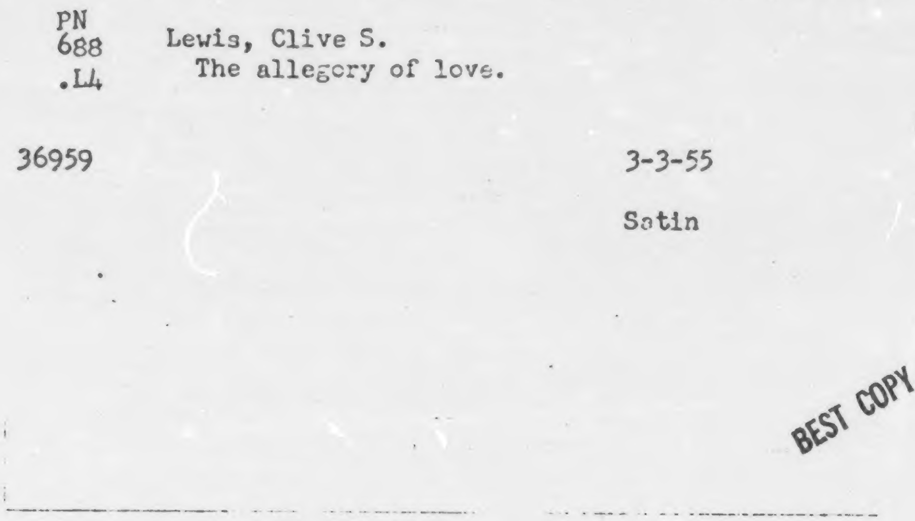

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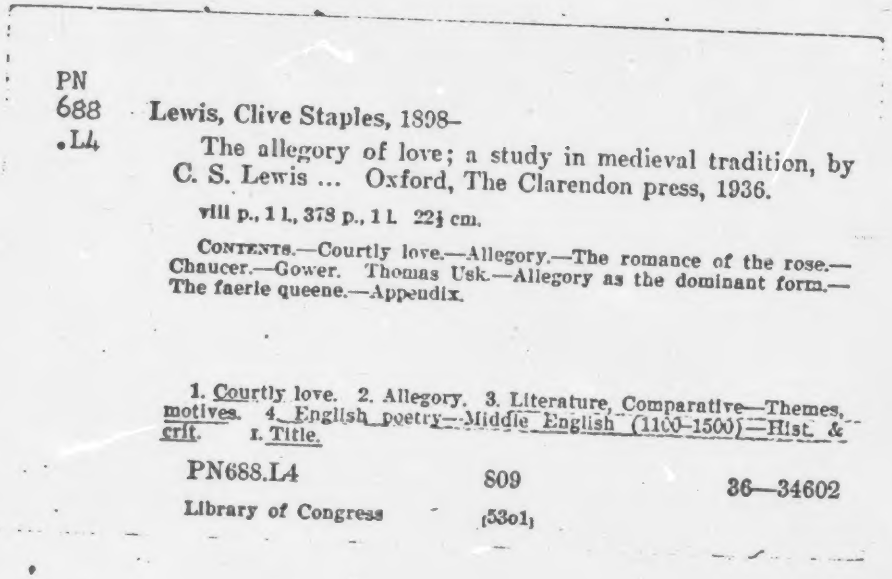

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Lewis, Clive Staples, 1898–

The allegory of love; a study in medieval tradition, by C. S. Lewis ... Oxford, The Clarendon press, 1936.

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CONTENTS.—Courtly love.—Allegory.—The romance of the rose.—Chaucer.—Gower. Thomas Usk.—Allegory as the dominant form.—The faerie queene.—Appendix.

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Mackenzie, William Roy, 1883–1957.

The English moralities from the point of view of allegory, by W. Roy Mackenzie ... Boston and London, Ginn and company, 1914. New York, Johnson Reprint [1968]

xv, 278 p. 21 cm. (Harvard studies in English, vol. II)

"List of authorities and editions": p. 271–273.

1. Moralities, English—History and criticism. 2. Allegory. I. Title. (Series)

PR643.M7M3 1914 14–4226

Library of Congress [r70b2] r

Microfiche 4x6

262 Mackenzie, William Roy, 1882–

The English moralities from the point of view of allegory, by W. Roy Mackenzie ... Boston and London, Ginn and company, 1914.

xv, 278 p. 21 cm. (Half-title: Harvard studies in English, vol. II)

"List of authorities and editions": p. 271–273.

Microfiche. Wash., Microcard Editions, 1969.
4 cards. (Books for College Libraries - 3).

1. Moralities, English. 2. Allegory. I. Title.

PR643.M7M3 14—4226

Library of Congress [69j1]

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MAIN ENTRY CARD: NDSU

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S246

Sarton, George, 1884–
A history of science. Cambridge, Harvard University Press, 1952–59.

2 v. illus., maps, facsims. 25 cm.

Bibliographical footnotes. Bibliography: v. 1, p. [615]

Pharm.

CONTENTS.—1. Ancient science through the Golden Age of Greece. --2. Hellenistic science and culture in the last three centuries B. C.

1. Science, Ancient. 2. Civilization, Ancient. I. Title.

Full name: George Alfred Léon Sarton.

Q125.S246 509.01 52–5041 rev

Library of Congress [r53x15]

PR
643
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1966

Mackenzie, William Roy, 1882–
The English moralities from the point of view of allegory, by W. Roy Mackenzie. New York, Gordian Press, 1966.

xv, 278 p. 22 cm. (Harvard studies in English, v. 2)

"Originally published 1914."
Bibliography: p. 271–273.

1. Moralities, English—Hist. & crit. 2. Allegory. I. Title. (Series)

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Library of Congress [67d5]

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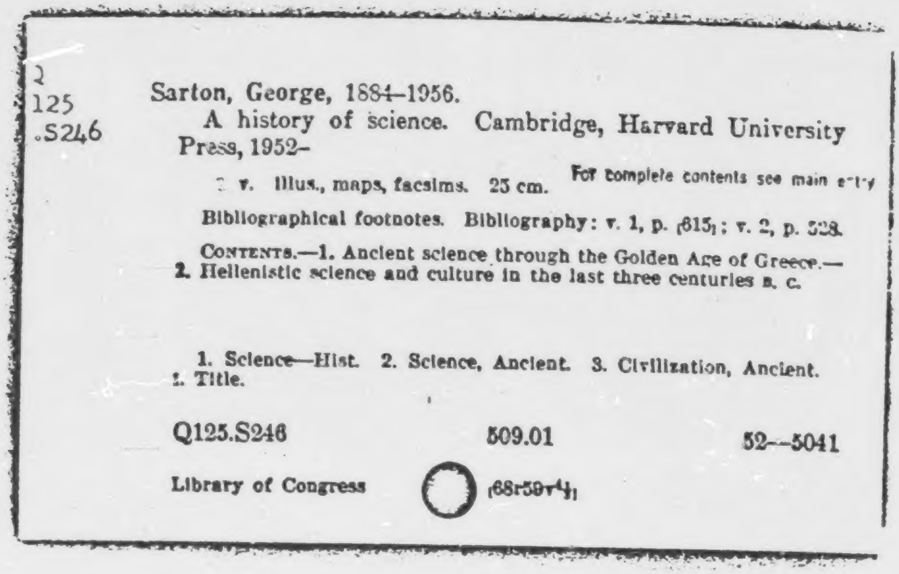

Q
125
.S246

Sarton, George, 1884–1956.

A history of science. Cambridge, Harvard University Press, 1952–

2 v. illus., maps, facsims. 25 cm. For complete contents see main entry

Bibliographical footnotes. Bibliography: v. 1, p. [615]; v. 2, p. 528.

Contents.—1. Ancient science through the Golden Age of Greece.—2. Hellenistic science and culture in the last three centuries B. C.

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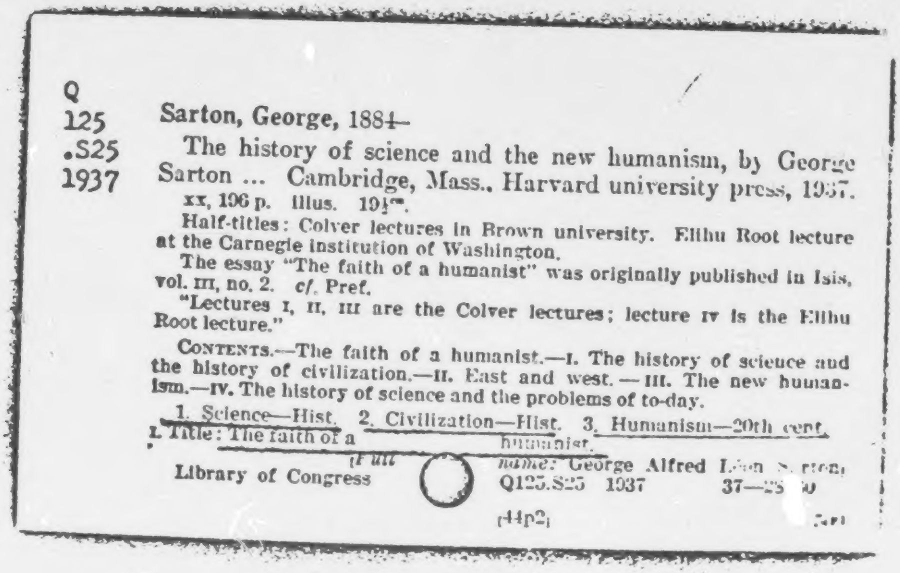

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1937

Sarton, George, 1884–

The history of science and the new humanism, by George Sarton ... Cambridge, Mass., Harvard university press, 1937.

xx, 196 p. illus. 19½cm.

Half-titles: Colver lectures in Brown university. Elihu Root lecture at the Carnegie institution of Washington.

The essay "The faith of a humanist" was originally published in Isis, vol. III, no. 2. cf. Pref.

"Lectures I, II, III are the Colver lectures; lecture IV is the Elihu Root lecture."

Contents.—The faith of a humanist.—I. The history of science and the history of civilization.—II. East and west.—III. The new humanism.—IV. The history of science and the problems of to-day.

1. Science—Hist. 2. Civilization—Hist. 3. Humanism—20th cent. I. Title: The faith of a humanist.

[Full name: George Alfred L[illegible] S[illegible]]

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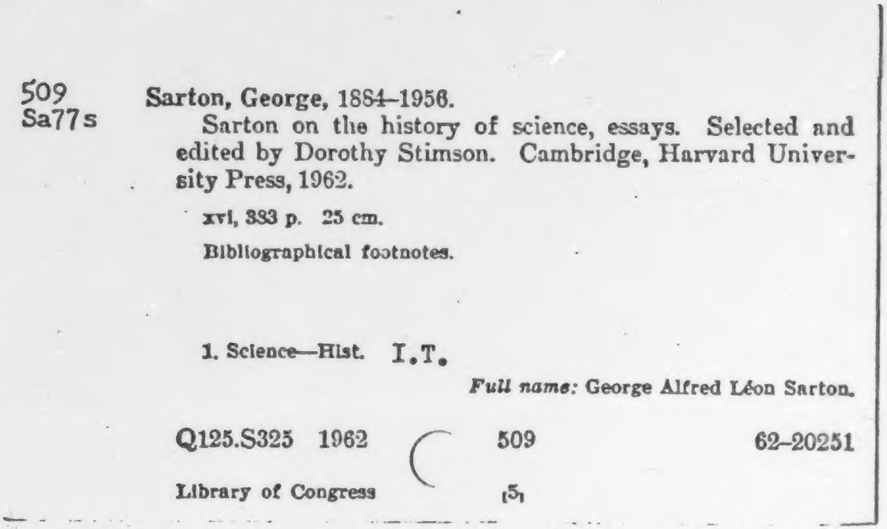
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Sarton, George, 1884–1956.
Sarton on the history of science, essays. Selected and edited by Dorothy Stimson. Cambridge, Harvard University Press, 1962.

xvi, 383 p. 25 cm.

Bibliographical footnotes.

1. Science—Hist. I.T.

Full name: George Alfred Léon Sarton.

Q125.S325 1962 509 62-20251

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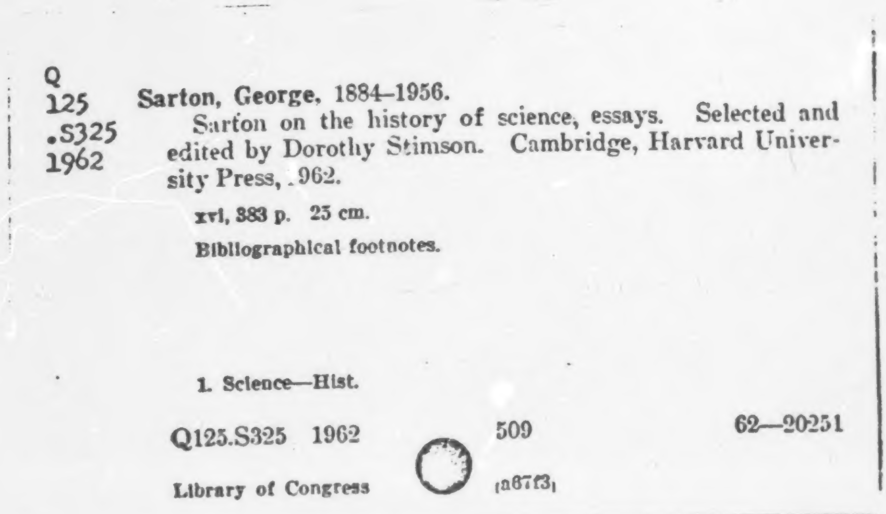
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1962

Sarton, George, 1884–1956.
Sarton on the history of science, essays. Selected and edited by Dorothy Stimson. Cambridge, Harvard University Press, 1962.

xvi, 383 p. 25 cm.

Bibliographical footnotes.

1. Science—Hist.

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1. Group relations training. I.Title

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Bibliography: p. 239-245.

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Bibliography: p. 239-243.

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Bibliography: p. 239-243.

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Bibliography: p. 239-245.

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1. Group relations training. I. Title.

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HM Back, Kurt W
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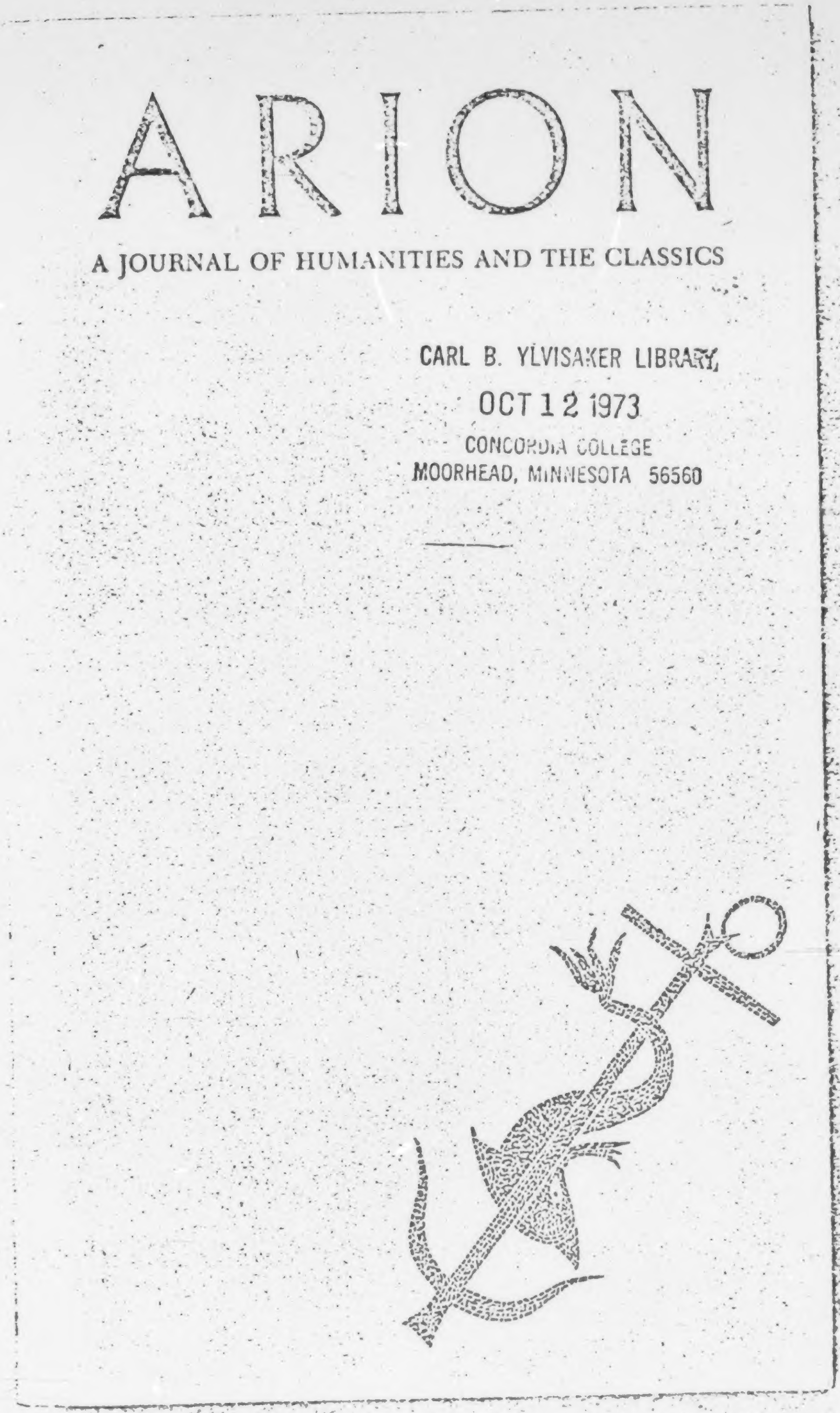

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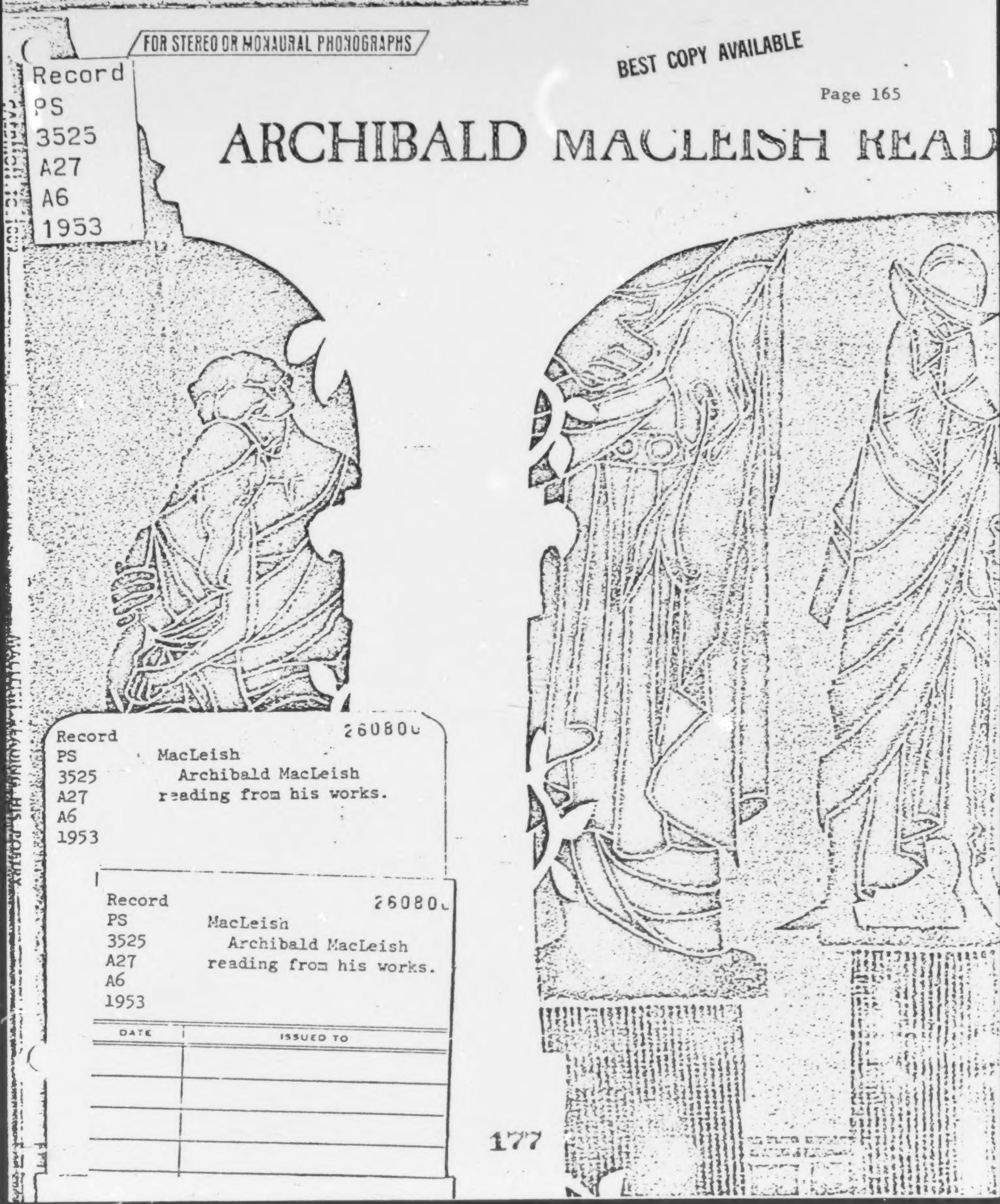
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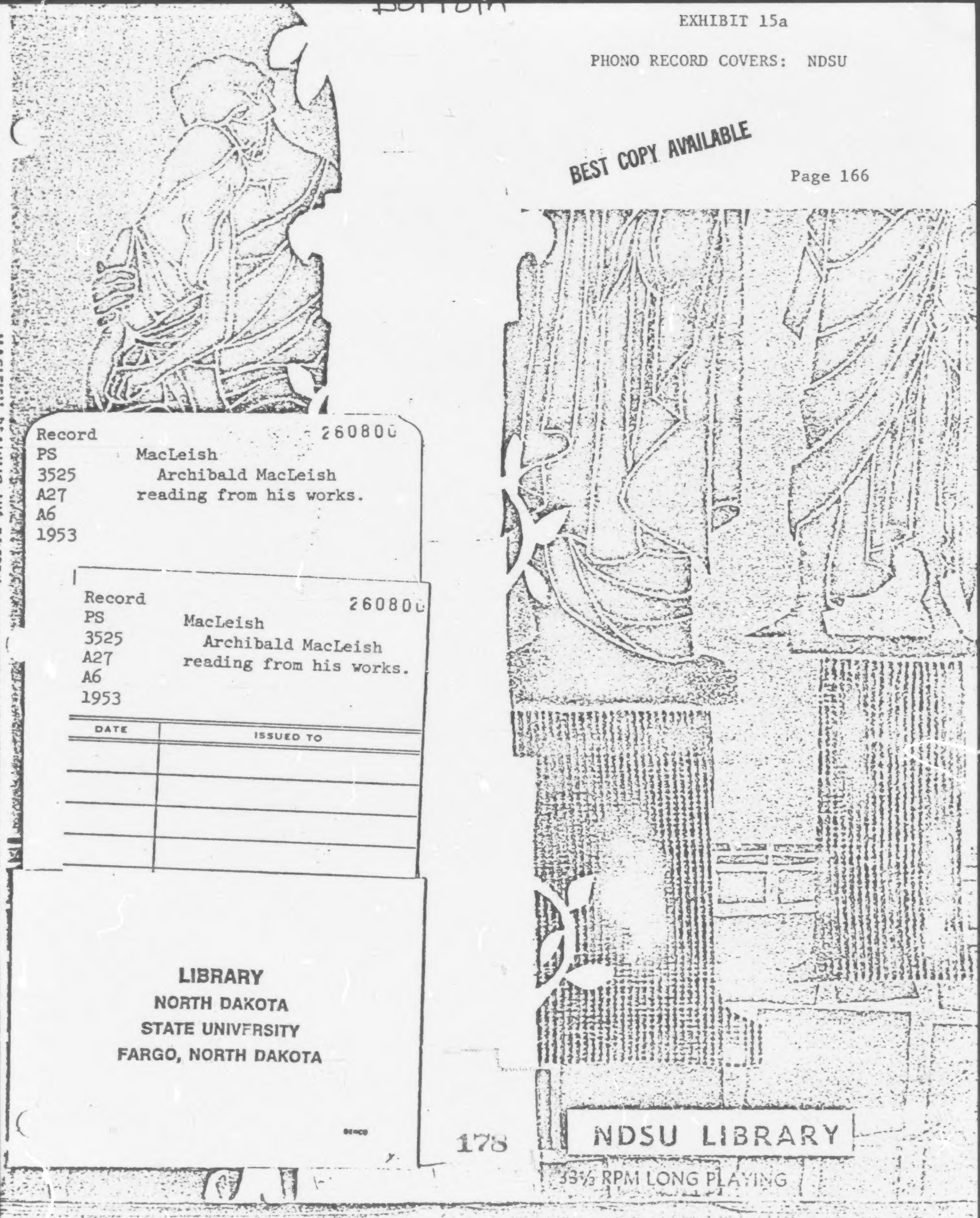

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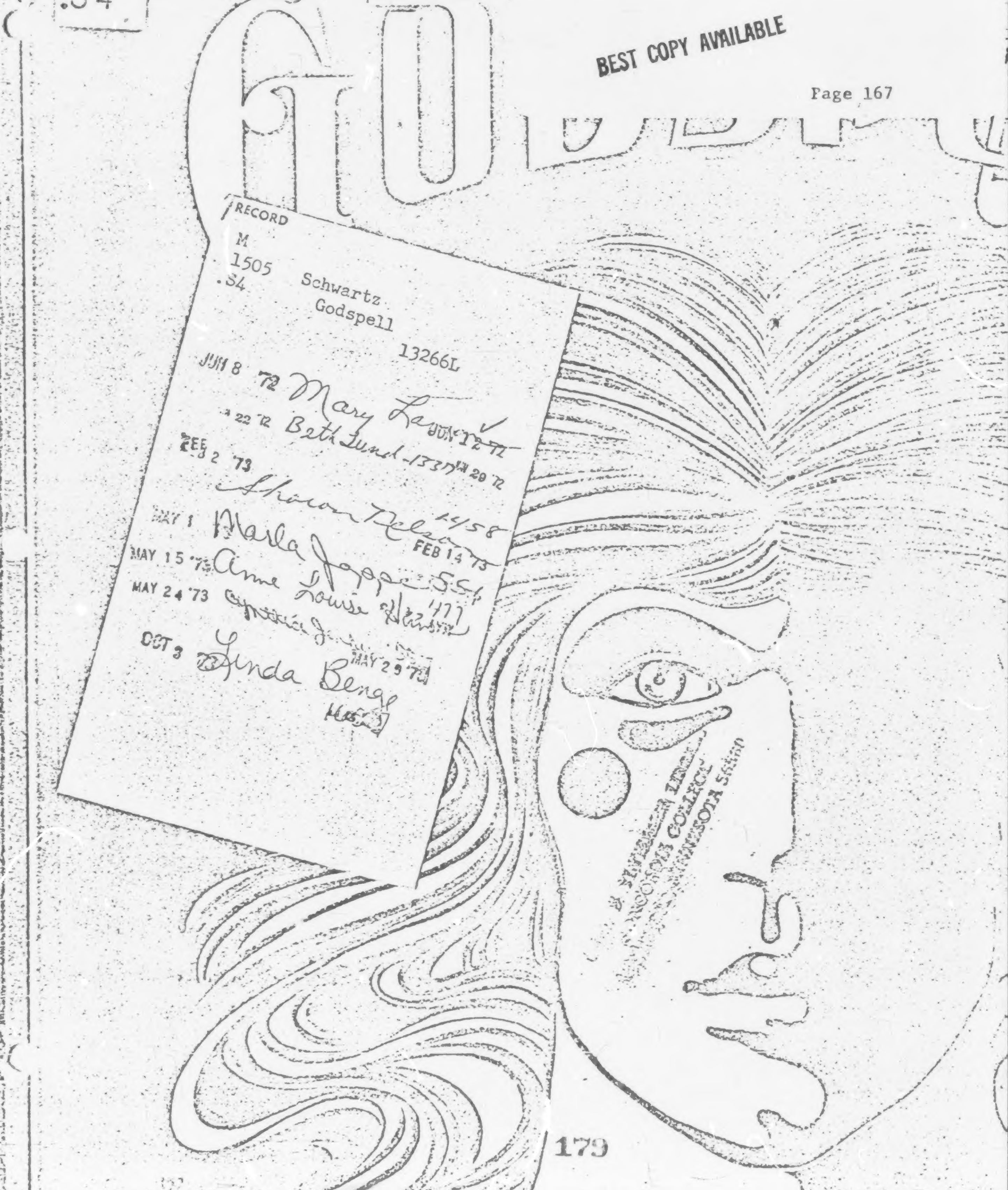

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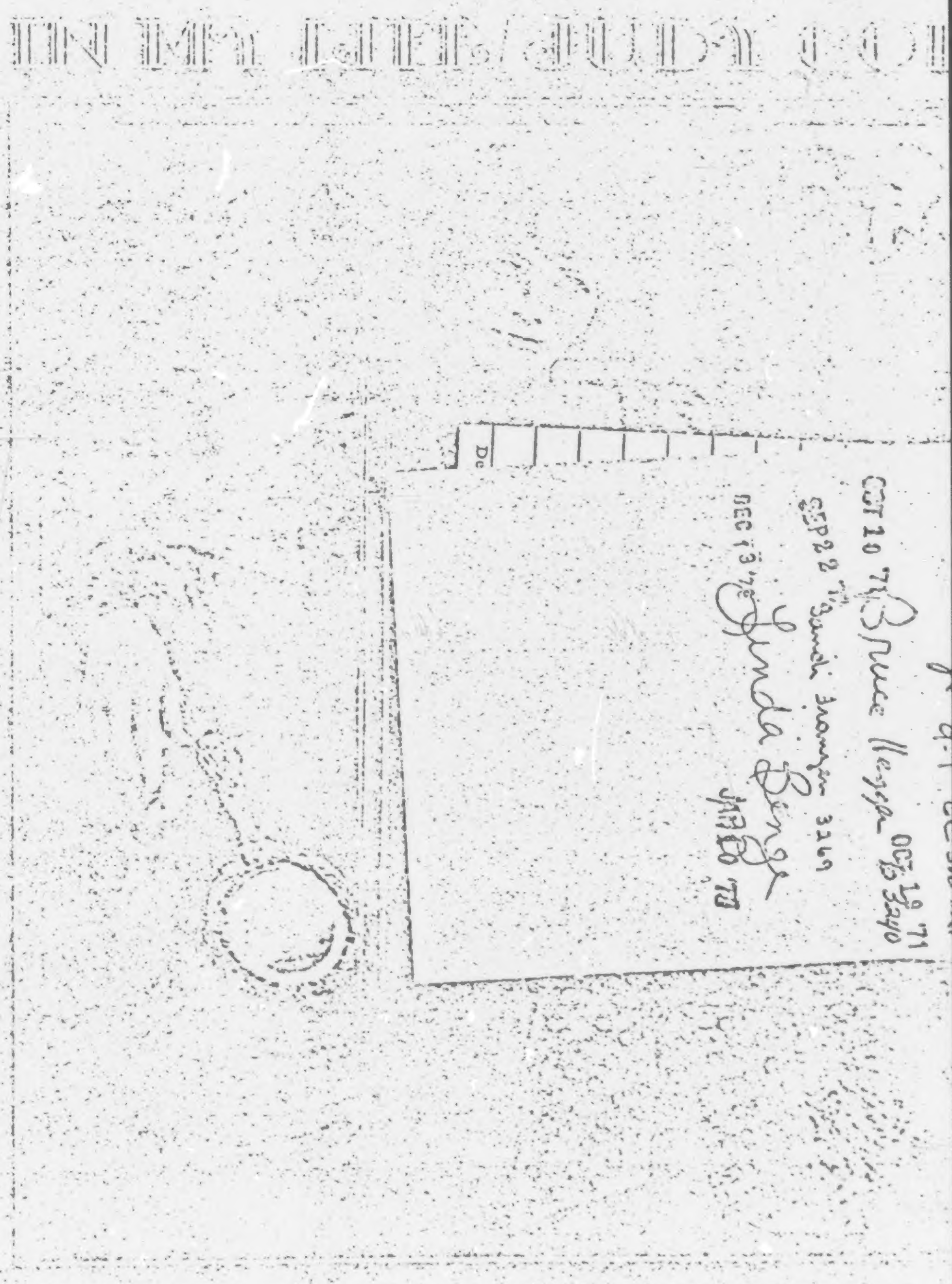
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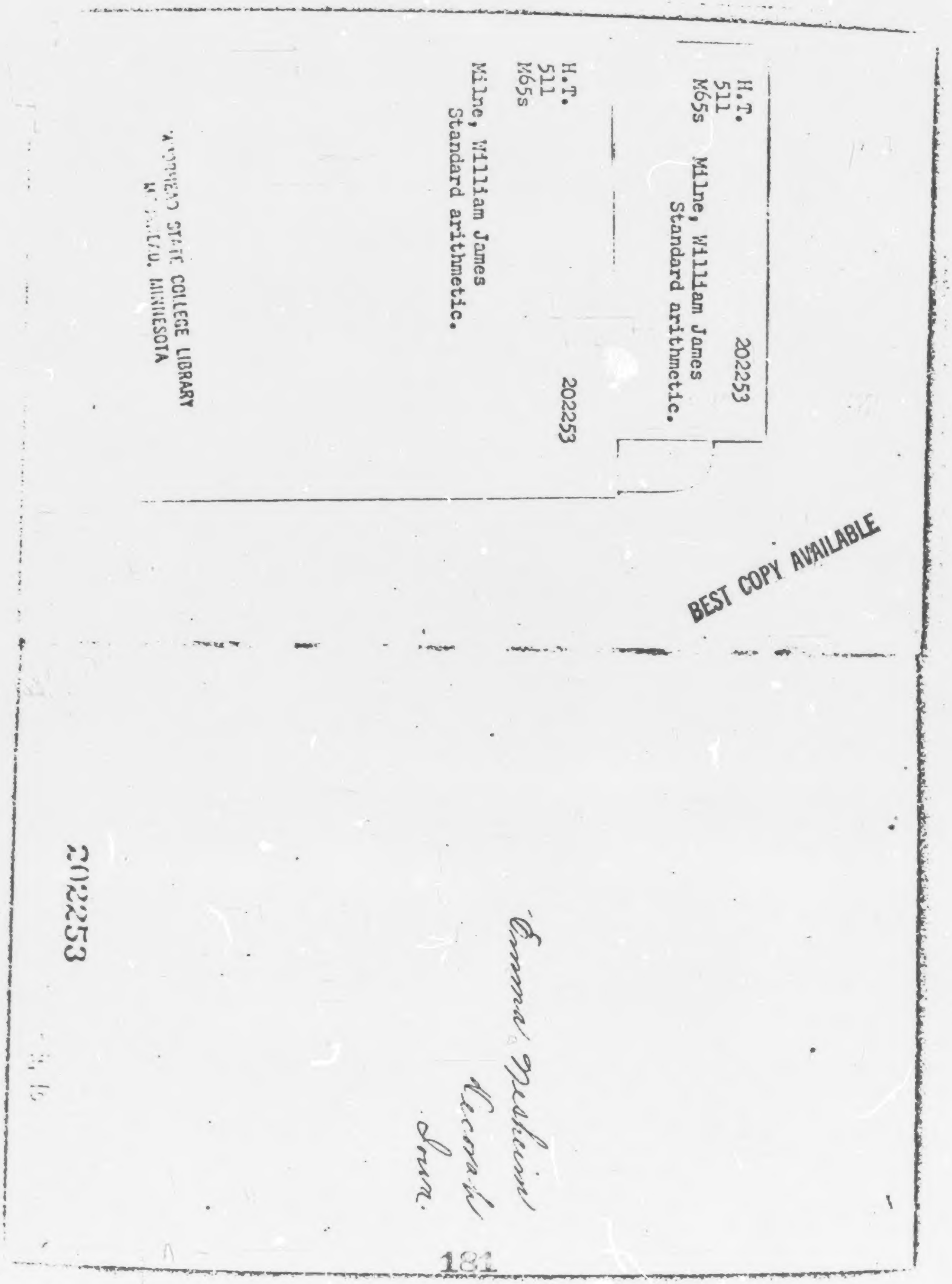

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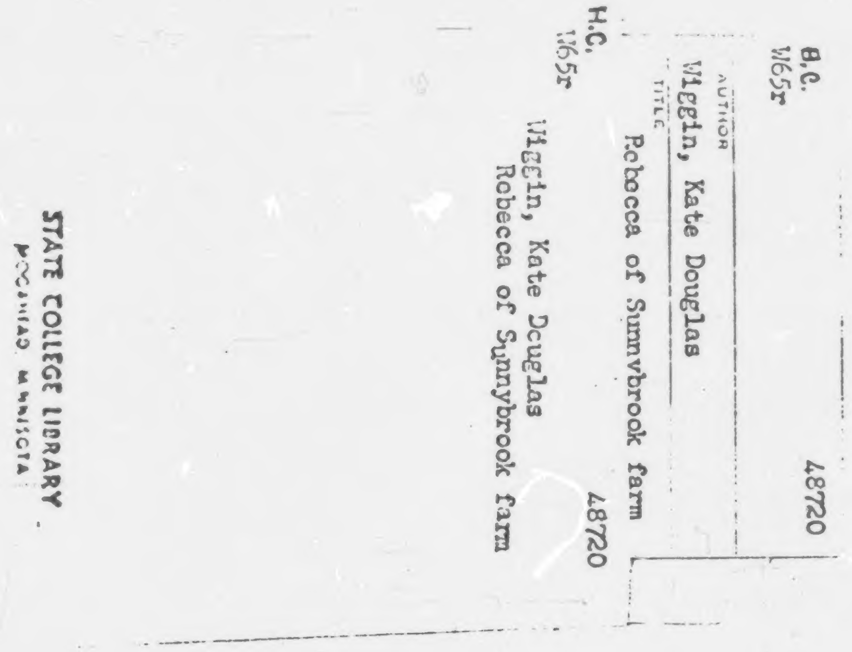

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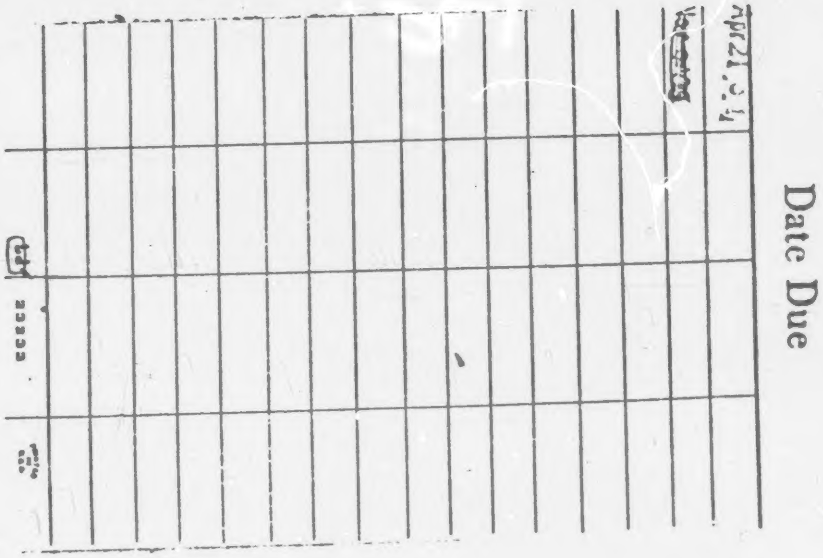

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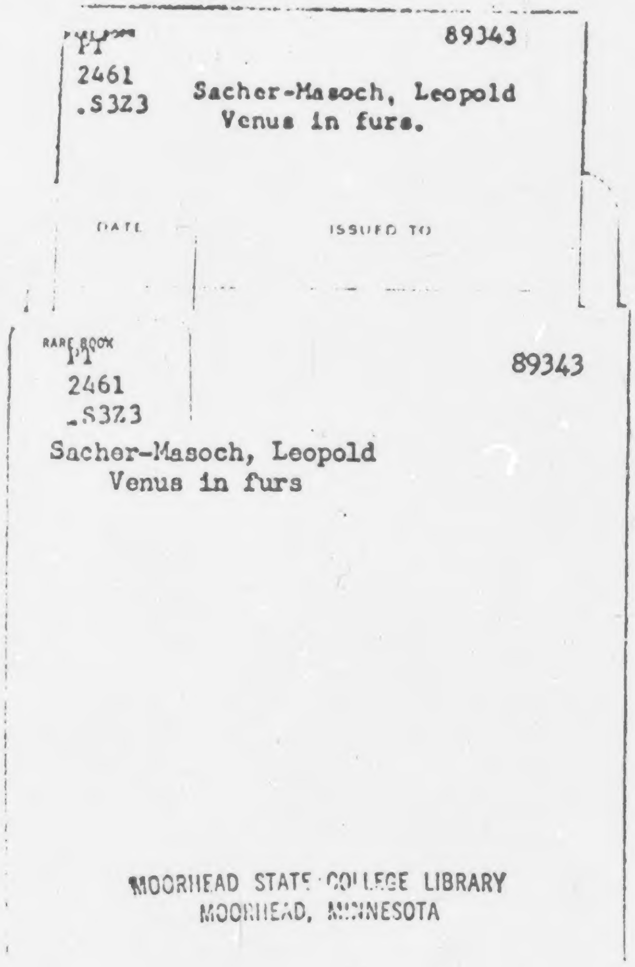

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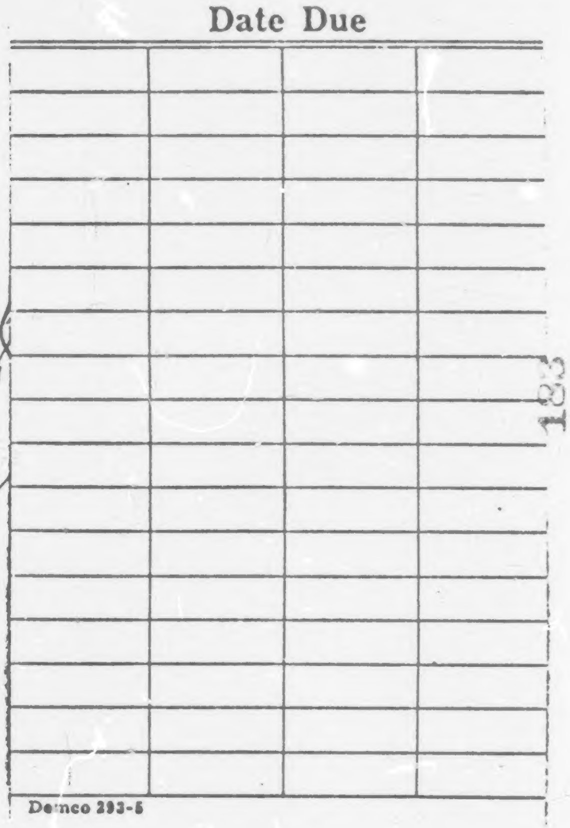

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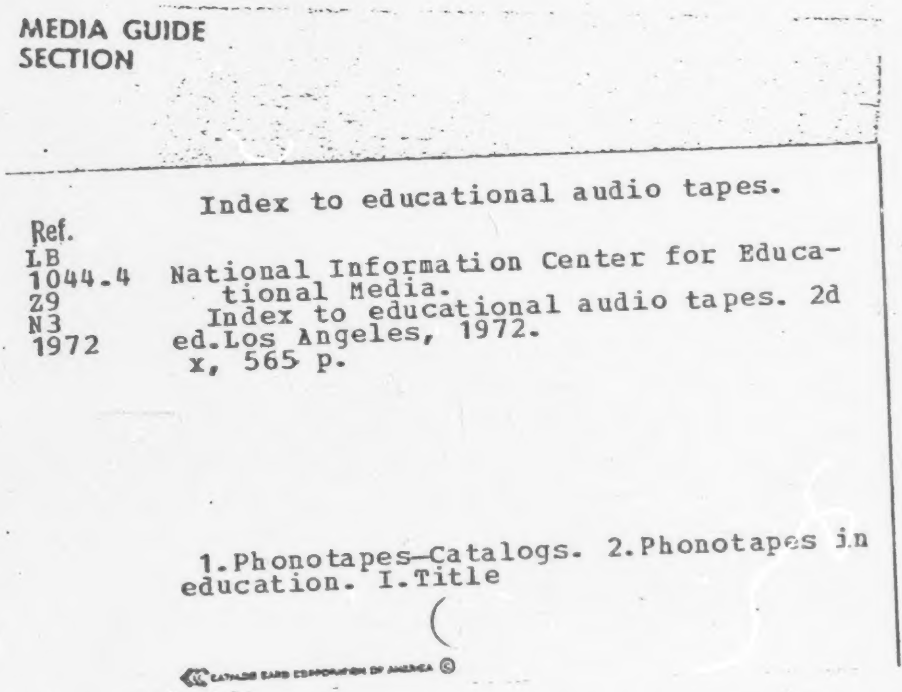

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Index to educational audio tapes.

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1044.4 National Information Center for Educational Media.
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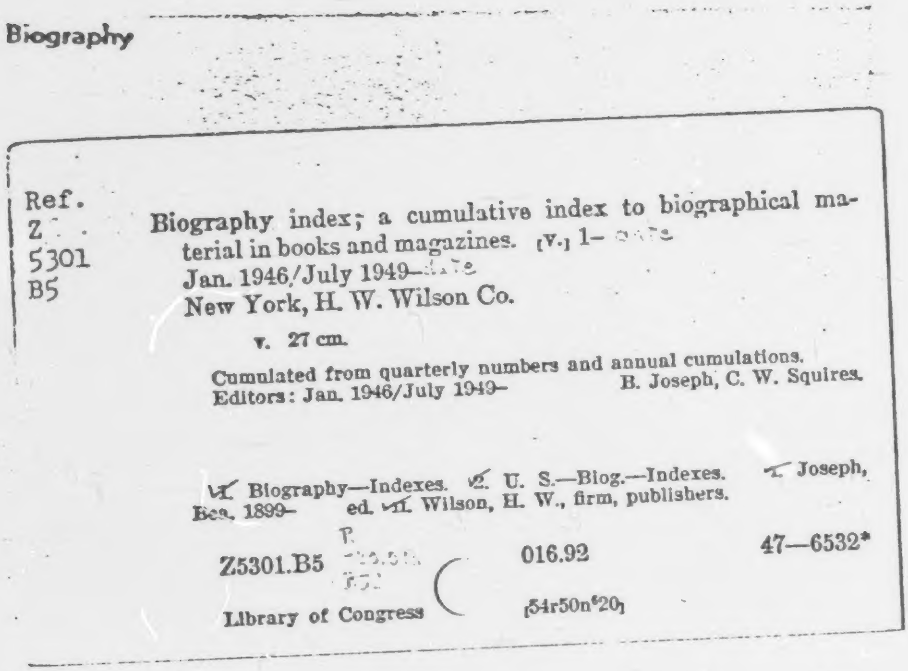

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Biography index; a cumulative index to biographical material in books and magazines. [v.] 1– date
Jan. 1946/July 1949–date
New York, H. W. Wilson Co.

v. 27 cm.

Cumulated from quarterly numbers and annual cumulations.
Editors: Jan. 1946/July 1949– B. Joseph, C. W. Squires.

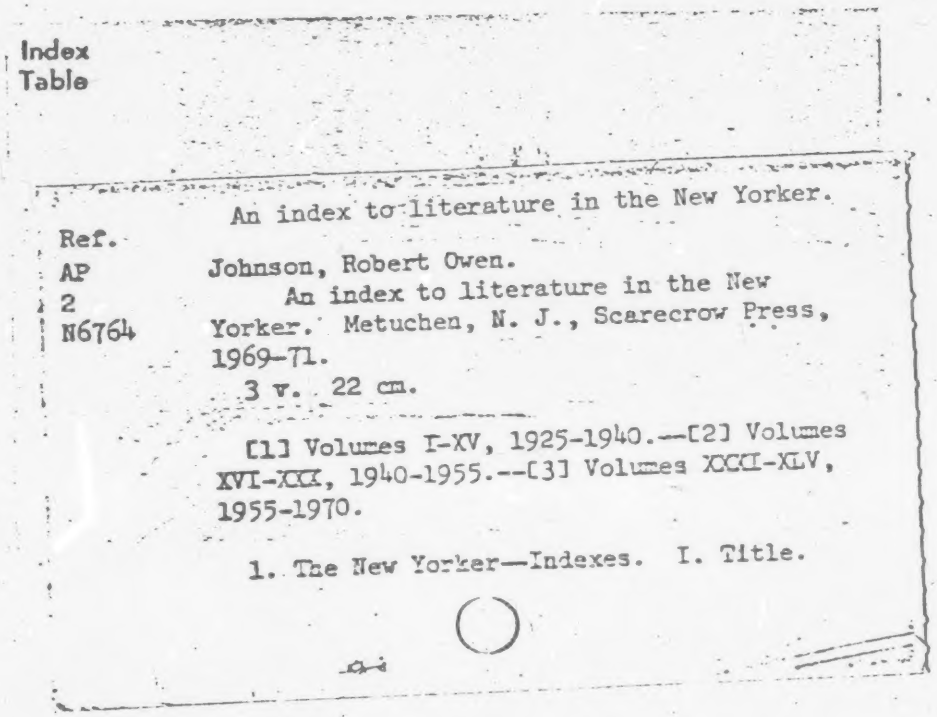
✓1. Biography—Indexes. ✓2. U. S.—Biog.—Indexes. I. Joseph, Bea, 1899– ed. ✓II. Wilson, H. W., firm, publishers.

Z5301.B5 P [illegible] 016.92 47—6532*

Library of Congress [54r50n*20]

EXHIBIT 17a

PLASTIC OVERLAYS USED IN THE CARD CATALOG: NDSU



Index
Table

An index to literature in the New Yorker.

Ref.
AP
2
N6764

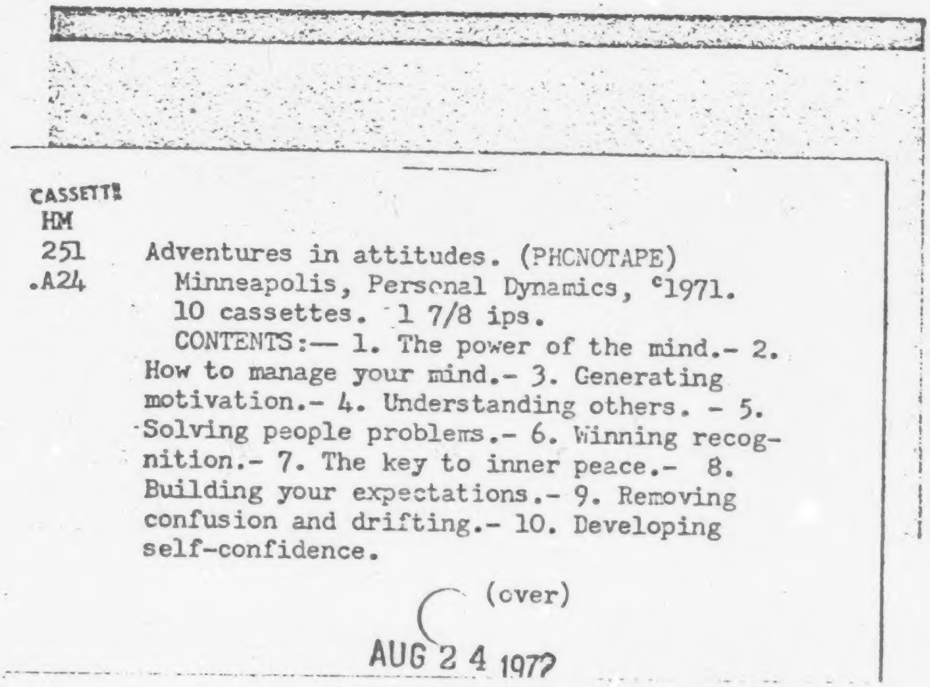
Johnson, Robert Owen.
An index to literature in the New Yorker. Metuchen, N. J., Scarecrow Press, 1969-71.
3 v. 22 cm.

[1] Volumes I-XV, 1925-1940.--[2] Volumes XVI-XXX, 1940-1955.--[3] Volumes XXXI-XLV, 1955-1970.

1. The New Yorker—Indexes. I. Title.

EXHIBIT 17c

PLASTIC OVERLAYS USED IN THE CARD CATALOG: CONCORDIA



← Brown stripe

CASSETTE
HM
251 Adventures in attitudes. (PHONOTAPE)
.A24 Minneapolis, Personal Dynamics, ©1971.
10 cassettes. 1 7/8 ips.

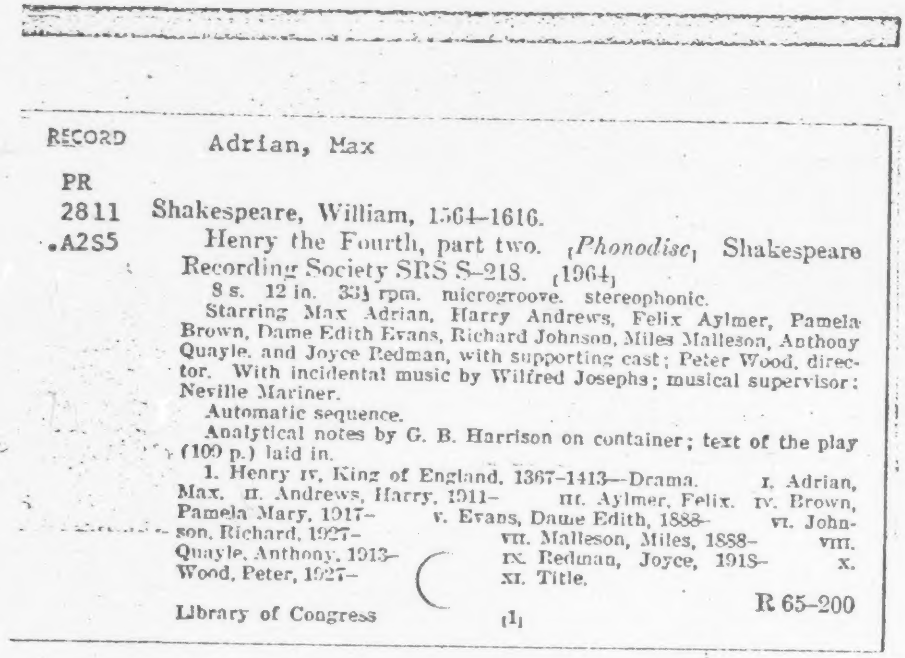
CONTENTS:— 1. The power of the mind.- 2. How to manage your mind.- 3. Generating motivation.- 4. Understanding others. - 5. Solving people problems.- 6. Winning recognition.- 7. The key to inner peace.- 8. Building your expectations.- 9. Removing confusion and drifting.- 10. Developing self-confidence.

(over)

AUG 24 1972

EXHIBIT 17c

PLASTIC OVERLAYS USED IN THE CARD CATALOG: CONCORDIA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RECORD Adrian, Max

PR
2811 Shakespeare, William, 1564–1616.
.A2S5

Henry the Fourth, part two. [*Phonodisc*] Shakespeare Recording Society SRS S–218. [1964]

8 s. 12 in. 33⅓ rpm. microgroove. stereophonic.

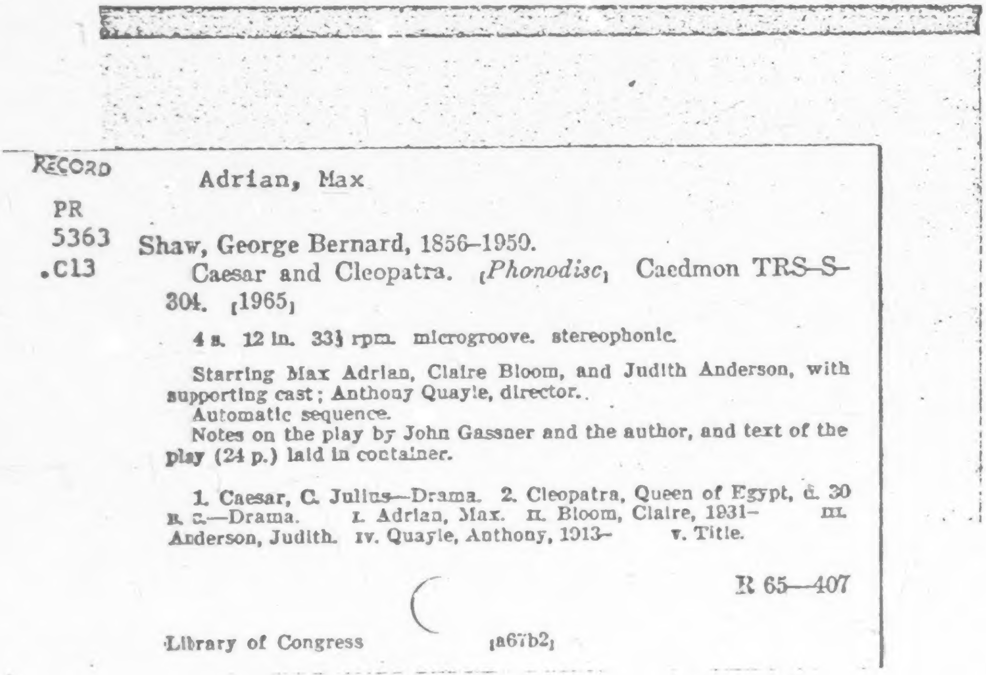
Starring Max Adrian, Harry Andrews, Felix Aylmer, Pamela Brown, Dame Edith Evans, Richard Johnson, Miles Malleson, Anthony Quayle, and Joyce Redman, with supporting cast; Peter Wood, director. With incidental music by Wilfred Josephs; musical supervisor: Neville Mariner.

Automatic sequence.

Analytical notes by G. B. Harrison on container; text of the play (100 p.) laid in.

1. Henry IV, King of England, 1367–1413—Drama. I. Adrian, Max. II. Andrews, Harry, 1911– III. Aylmer, Felix. IV. Brown, Pamela Mary, 1917– V. Evans, Dame Edith, 1888– VI. Johnson, Richard, 1927– VII. Malleson, Miles, 1888– VIII. Quayle, Anthony, 1913– IX. Redman, Joyce, 1918– X. Wood, Peter, 1927– XI. Title.

Library of Congress [1] R 65–200


← Orange stripe

RECORD Adrian, Max

PR
5363 Shaw, George Bernard, 1856–1950.
.C13

Caesar and Cleopatra. [*Phonodisc*] Caedmon TRS–S–304. [1965]

4 s. 12 in. 33⅓ rpm. microgroove. stereophonic.

Starring Max Adrian, Claire Bloom, and Judith Anderson, with supporting cast; Anthony Quayle, director.

Automatic sequence.

Notes on the play by John Gassner and the author, and text of the play (24 p.) laid in container.

1. Caesar, C. Julius—Drama. 2. Cleopatra, Queen of Egypt, d. 30 B. C.—Drama. I. Adrian, Max. II. Bloom, Claire, 1931– III. Anderson, Judith. IV. Quayle, Anthony, 1913– V. Title.

R 65—407

Library of Congress [a67b2]

EXHIBIT 17c

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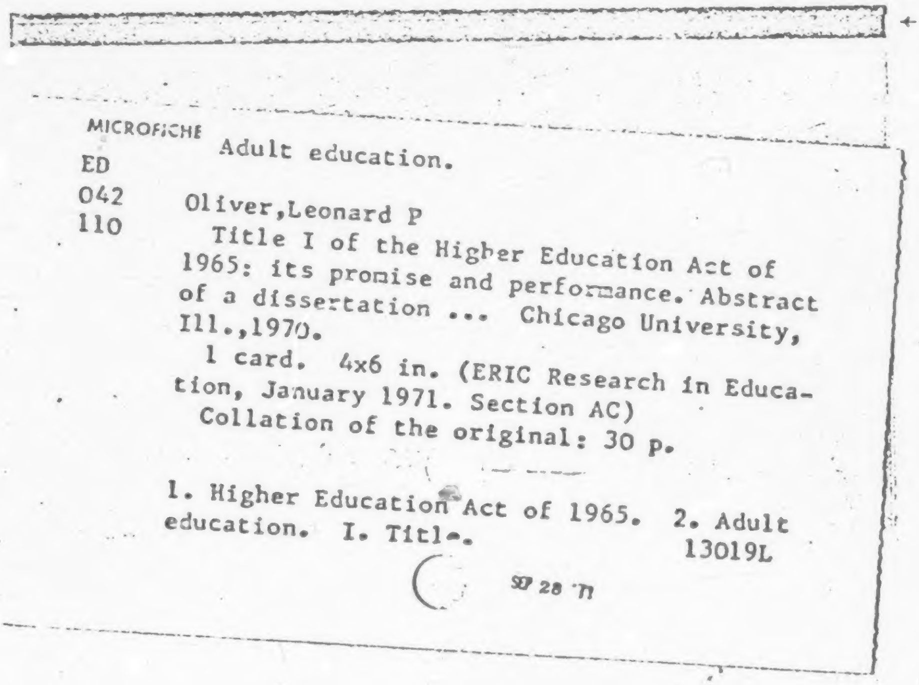
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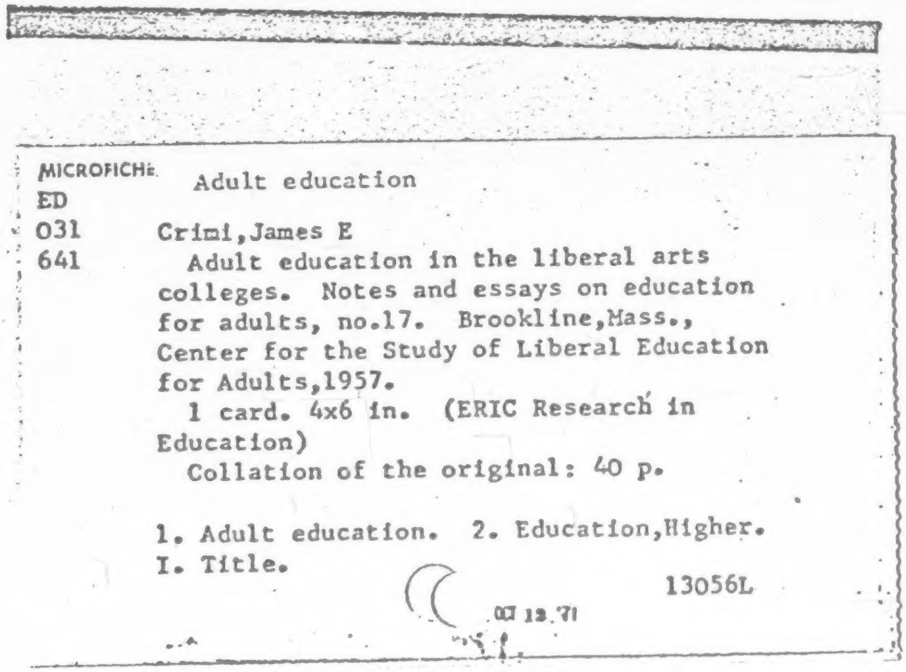
MICROFICHE Adult education.
ED
042 Oliver,Leonard P
110 Title I of the Higher Education Act of 1965: its promise and performance. Abstract of a dissertation ... Chicago University, Ill.,1970.
1 card. 4x6 in. (ERIC Research in Education, January 1971. Section AC)
Collation of the original: 30 p.

1. Higher Education Act of 1965. 2. Adult education. I. Title.
13019L

SEP 28 '71


← Green stripe

MICROFICHE Adult education
ED
031 Crimi,James E
641 Adult education in the liberal arts colleges. Notes and essays on education for adults, no.17. Brookline,Mass., Center for the Study of Liberal Education for Adults,1957.
1 card. 4x6 in. (ERIC Research in Education)
Collation of the original: 40 p.

1. Adult education. 2. Education,Higher. I. Title.
13056L

OCT 13 '71

EXHIBIT 18

SERIALS ACQUISITION CHECK - IN FILES

R Sent to serials [illegible]
111
H33

HARVEY SOCIETY OF NEW YORK
Harvey Lectures
Academic

Fund: Abel
By: Pharmacy
On: 11/7/67

To begin with:
To end with: Abel

D. Received	Item	Bk. Thru	Date Paid	P.O.#	Cost
	Series 12, 47-61				
22-68	Series 62	X	7-4-68	125133	$ 8.55
-6 69	Series 63 last pub. to date				
15-70	Series 63	X		69637277	8.55
-11-71	Series 64, 1968-1969	X		508-6096	9.02
-11-71	Series 65, 1969-70	X		04335329	9.50
12/72	Series 66, 1970-71	ej		07936468	8.55
9/73	Series 67, 1971-1972	ej			

HARVEY SOCIETY OF NEW YORK HARVEY LECTURES

Sent to serials 5009865
PA 25 H3
HARVARD STUDIES IN CLASSICAL PHILOLOGY
Harvard U. Pr. 1890-

Fund: Abel
By: Philosophy
On: 11/7/67

To begin with:
To end with: Abel

D. Received	Item	Bk. Thru	Date Paid	P.O.#	Cost
-30-68	Vol. 72 Lib. has 64-72	X	4-30-68	118151	$ 9.00
	~~Cards in cat. dept.~~				
8-6-69	73 last pub. vol. to date				
-7-69	Vol. 73	X		69176656	8.10
-13-70	Vol. 74, 1970	X		70-722387	9.00
/11/72	Vol. 75, 1971	ej		0343465	8.10
/24/72	Vol. 76, 1972	ej		08033131	12.15
/17/73	Vol. 77, 1973	ej		12433238	13.40

HARVARD STUDIES IN CLASSICAL PHILOLOGY

EXHIBIT 18

SERIALS ACQUISITION CHECK - IN FILES

Send to serials ID# 35001863

Q–
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A51

ANNUAL REVIEW OF ENTOMOLOGY
1956- Stanford, Calif, Annual Reviews

Fund: Abel
By: Entomology
On: 11/7/67

To begin with:
To end with: Abel

Date Received	Item	Bk. Thru	Date Paid	P.O.#	Cost
	Vol. 1-13 V. 13 [illegible]				
3-24-69	Vol 14	x	3-28-69	149518	7.65
2-12-70	V. 15	x		A1-702406	7.65
4-5-71	v. 16	x		01212055	9.50
2-13-72	Vol 17, 1972	sw		05610356	9.50
4/4/73	Vol. 18, 1973	ej		09967899	11.25
4/22/74	Vol. 19, 1974				

ANNUAL REVIEW OF ENTOMOLOGY

QH send to serials
431
A1
A54

ANNUAL REVIEW OF GENETICS
Annual Reviews, Stanford, Cal.
ID# 21001865

Fund: Abel
By: Bact.
On: 11-17-67

To begin with:
To end with: Abel

Date Received	Item	Bk. Thru	Date Paid	P.O.#	Cost
Abel to	paste, ceding V. 1, 2-9-68 [illegible] 35313				
12-16-68	Vol. 2	x	11-19-68	139774	7.65
6-17-69	[illegible] Vol v. 2 sent v. 3 [illegible]				
8-4-69	v. 1, 1967	x	7-28-69	23299	7.65
[illegible]	v. 3, 1969	x		[illegible]	[illegible]
12-30-70	v. 4 1970	x		A4-744211	9.50
2-3-72	Vol. 5, 1971	sw	TD 1-17-72	05350852	9.50
2/14/73	Vol. 6, 1972	ej		09312854	9.50
3/14/74	Vol. 7, 1973	ej		14684500	12.00

ANNUAL REVIEW OF GENETICS

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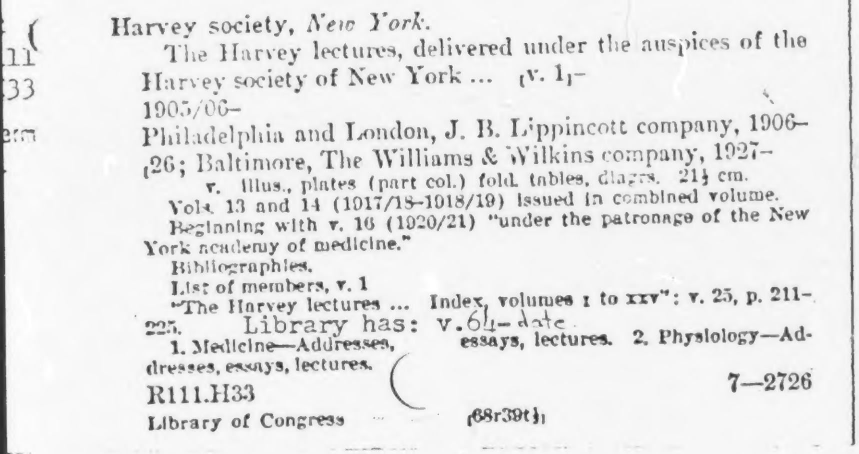
CATALOG: NDSU

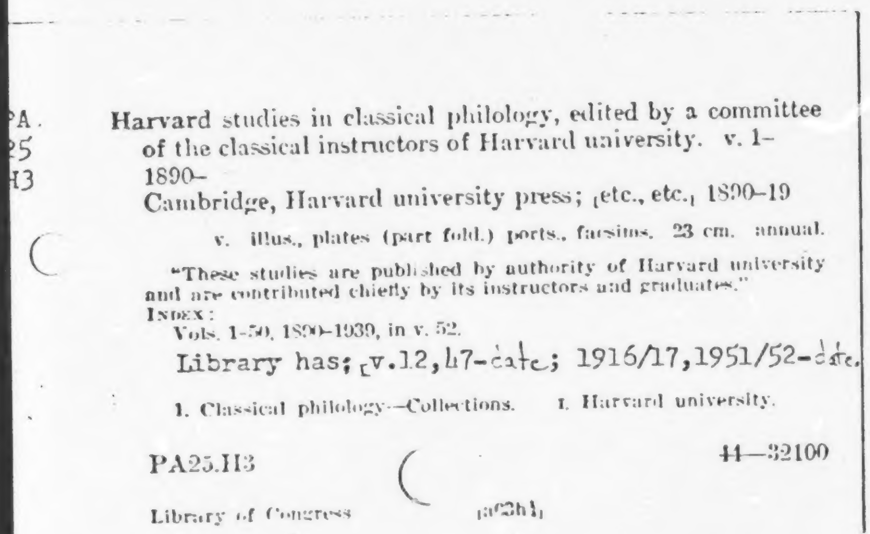


11
33

Harvey society, *New York.*
The Harvey lectures, delivered under the auspices of the Harvey society of New York ... [v. 1]–
1905/06–
Philadelphia and London, J. B. Lippincott company, 1906–[26; Baltimore, The Williams & Wilkins company, 1927–
v. illus., plates (part col.) fold. tables, diagrs. 21½ cm.
Vols. 13 and 14 (1917/18–1918/19) issued in combined volume.
Beginning with v. 16 (1920/21) "under the patronage of the New York academy of medicine."
Bibliographies.
List of members, v. 1
"The Harvey lectures ... Index, volumes I to XXV": v. 25, p. 211–225.
Library has: v.64-date
1. Medicine—Addresses, essays, lectures. 2. Physiology—Addresses, essays, lectures.

R111.H33 7—2726

Library of Congress [68r39t½]



PA.
25
H3

Harvard studies in classical philology, edited by a committee of the classical instructors of Harvard university. v. 1–
1890–
Cambridge, Harvard university press; [etc., etc.] 1890–19
v. illus., plates (part fold.) ports., facsims. 23 cm. annual.
"These studies are published by authority of Harvard university and are contributed chiefly by its instructors and graduates."
INDEX:
Vols. 1–50, 1890–1939, in v. 52.
Library has; [v.12,47-date; 1916/17,1951/52-date.
1. Classical philology—Collections. I. Harvard university.

PA25.H3 44—32100

Library of Congress [a63h½]

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EXHIBIT 19

SERIALS HOLDINGS NOTES FOUND IN CARD CATALOG : mSC

PA
25
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Harvard studies in classical philology, edited by a committee of the classical instructors of Harvard university. v. 1–
1890– LIBRARY HAS [illegible] 58-64, 66
Cambridge, Harvard university press; [etc., etc.] 1890–19

v. illus., plates (part fold.) ports., facsims. 23 cm. annual.

"These studies are published by authority of Harvard university and are contributed chiefly by its instructors and graduates."

INDEX.
Vols. 1–50, 1890–1939, in v. 52.

1. Classical philology—Collections. I. Harvard university.

PA25.H3 44—32100

Library of Congress [68l½]

R
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Harvey society, *New York.*
The Harvey lectures, delivered under the auspices of the Harvey society of New York ... [v. 1]–
1905/06– LIBRARY HAS V. 1-9 51-58
v. 3-4, 62
Philadelphia and London, J. B. Lippincott company, 1906–
New York, Academic Press, 1953-

v. illus., plates (part col.) fold. tables, diagrs. 21½ cm.
Vols. 13 and 14 (1917/18–1918/19) issued in combined volume.
Beginning with v. 16 (1920/21) "under the patronage of the New York academy of medicine."
Bibliographies.
List of members, v. 1
"The Harvey lectures ... Index, volumes I to XXV": v. 25, p. 211–225.

1. Medicine—Addresses, essays, lectures. 2. Physiology—Addresses, essays, lectures. I. Title.

R111.H33 7—2726

Library of Congress [65r39t]

QH
431
.A1A3

Advances in genetics. v.1-
v. illus., diagrs. 24cm.
Editor: 1947- M. Demerec. LIBRARY HAS v. 1-6 ; 8-17
[illegible] Supp. 1
1961- E. W. Caspari and J. M. Thoday.

1. Genetics. I. Demerec, Milislav, 1895- ed. II. Caspari, E. W., ed. III. Thoday, J. M., ed.

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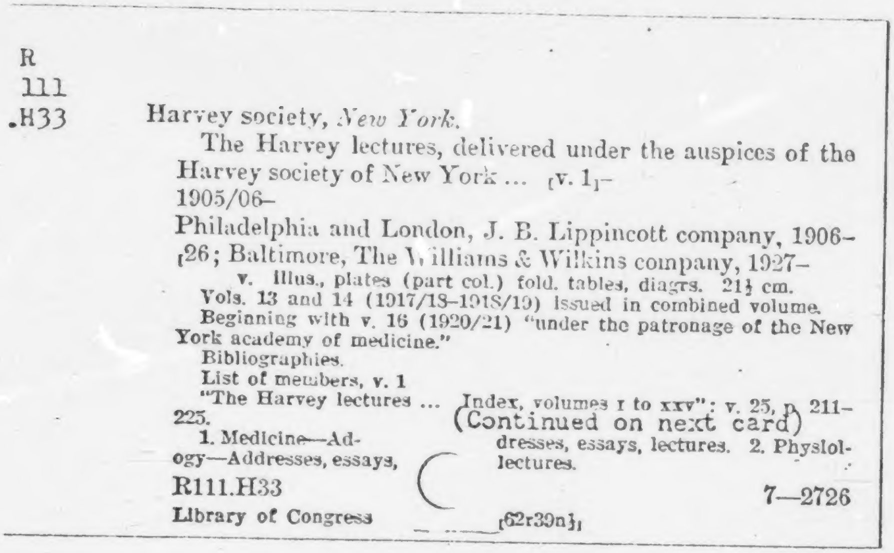

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.H33

Harvey society, *New York.*

The Harvey lectures, delivered under the auspices of the Harvey society of New York ... [v. 1]-
1905/06-
Philadelphia and London, J. B. Lippincott company, 1906-[26; Baltimore, The Williams & Wilkins company, 1927-

v. illus., plates (part col.) fold. tables, diagrs. 21½ cm.

Vols. 13 and 14 (1917/18-1918/19) issued in combined volume.

Beginning with v. 16 (1920/21) "under the patronage of the New York academy of medicine."

Bibliographies.

List of members, v. 1

"The Harvey lectures ... Index, volumes I to xxv": v. 25, p. 211-225.

(Continued on next card)

1. Medicine—Addresses, essays, lectures. 2. Physiology—Addresses, essays, lectures.

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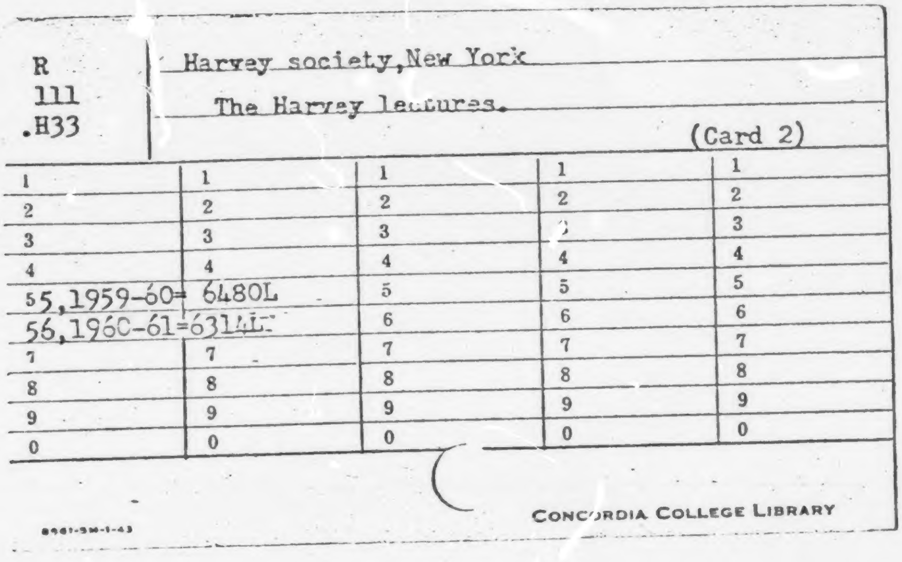

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Harvey society, New York

The Harvey lectures.

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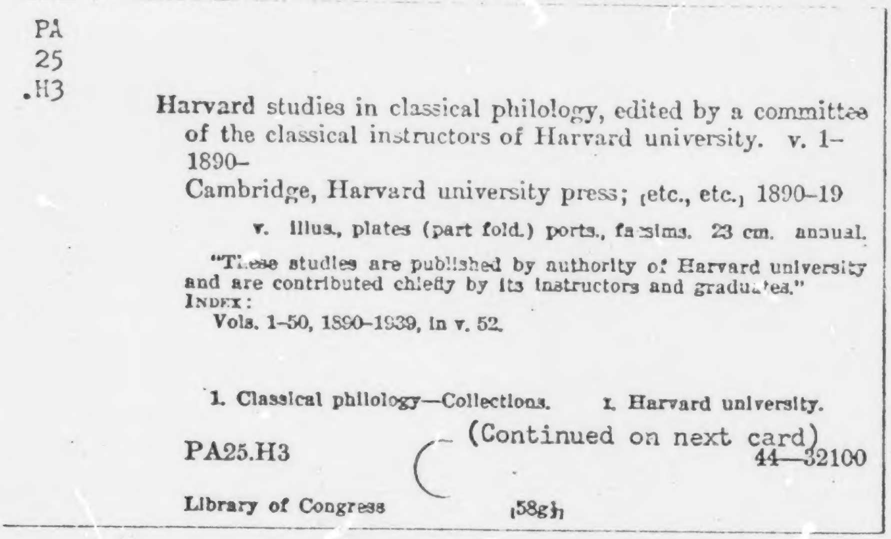

PA
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.H3

Harvard studies in classical philology, edited by a committee of the classical instructors of Harvard university. v. 1–
1890–
Cambridge, Harvard university press; [etc., etc.] 1890–19

v. illus., plates (part fold.) ports., facsims. 23 cm. annual.

"These studies are published by authority of Harvard university and are contributed chiefly by its instructors and graduates."
INDEX:
Vols. 1–50, 1890–1939, in v. 52.

1. Classical philology—Collections. I. Harvard university.

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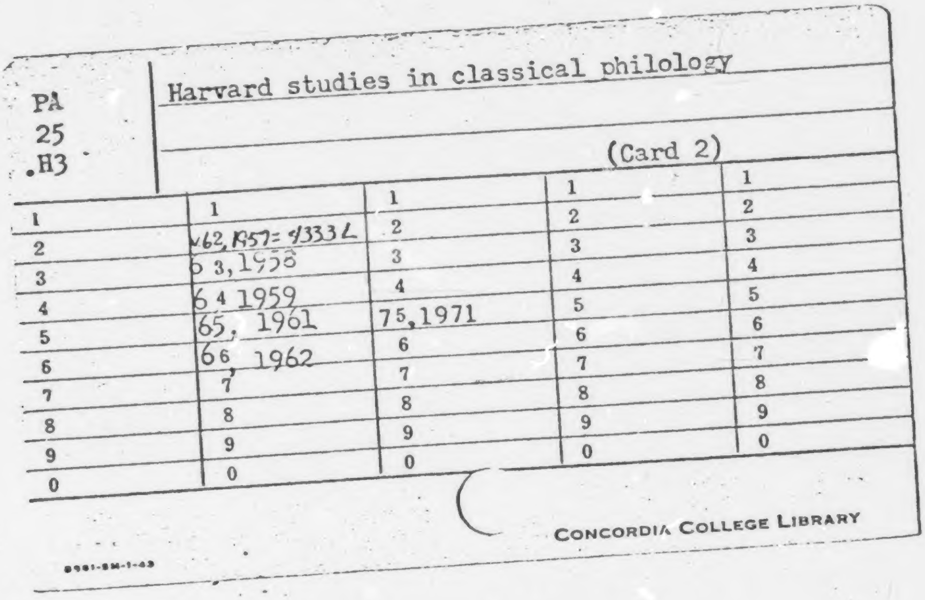

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Harvard studies in classical philology

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EXHIBIT 20

Red →

Brantley project

Y4.In8/14:92-46

DOCUMENTS COLLECTION ASK AT DESK

United States. Congress. House. Committee on Interior and Insular Affairs. Subcommittee on Irrigation and Reclamation.

Brantley project, New Mexico. Hearing, Ninety-second Congress, second session, on H. R. 5042 ... Washington, U. S. Govt. Print. Off., 1972–

Card 1

v. 24 cm. *FOR HOLDINGS SEE SHELF LIST* ← Red

Hearings held in Carlsbad, New Mexico Apr. 14 1972.
Supt. of Docs. no.: Y 4.In8/14: 92-46

1. Brantley project. I. Title.

KF27.I 529 1972a 346'.73'0469 72-601876
MARC

Library of Congress 72 [4]

Black →

Brantley project.

Y4.In8/13:B73

DOCUMENTS COLLECTION ASK AT DESK

United States. Congress. Senate. Committee on Interior and Insular Affairs. Subcommittee on Water and Power Resources.

Brantley project. Hearings, Ninety-second Congress, second session, on S. 50 ... January 25, 1972. Washington, U. S. Govt. Print. Off., 1972.

Card 2

iv, 84 p. illus. 24 cm.

Supt. of Docs. no.: Y 4.In8/13: B73

1. Water resources development — Law and legislation — Pecos Valley. I. Title.

KF26.I 549 1972 346'.73'04691 72-601003
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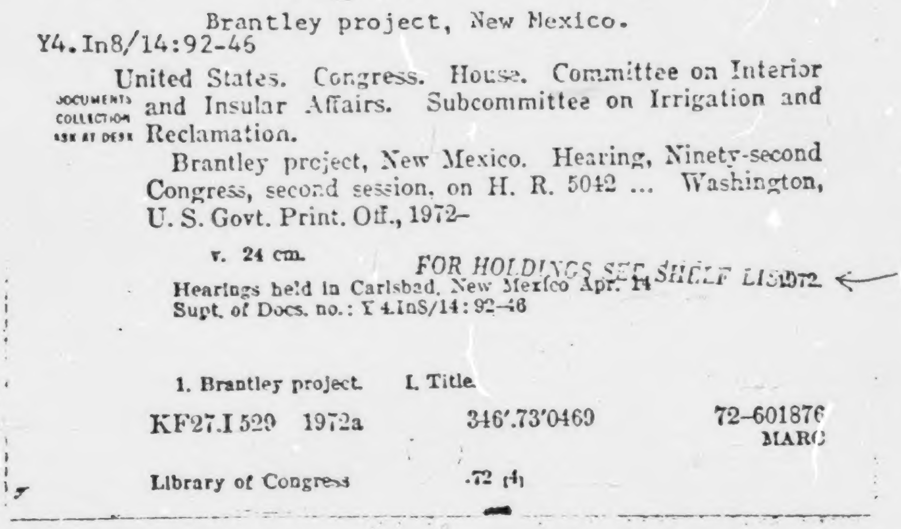

Brantley project, New Mexico.
Y4.In8/14:92-46

DOCUMENTS COLLECTION ASK AT DESK

United States. Congress. House. Committee on Interior and Insular Affairs. Subcommittee on Irrigation and Reclamation.

Brantley project, New Mexico. Hearing, Ninety-second Congress, second session, on H. R. 5042 ... Washington, U. S. Govt. Print. Off., 1972–

v. 24 cm.

FOR HOLDINGS SEE SHELF LIST

Hearings held in Carlsbad, New Mexico Apr. 14 1972.
Supt. of Docs. no.: Y 4.In8/14: 92-46

1. Brantley project. I. Title.

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Card 3

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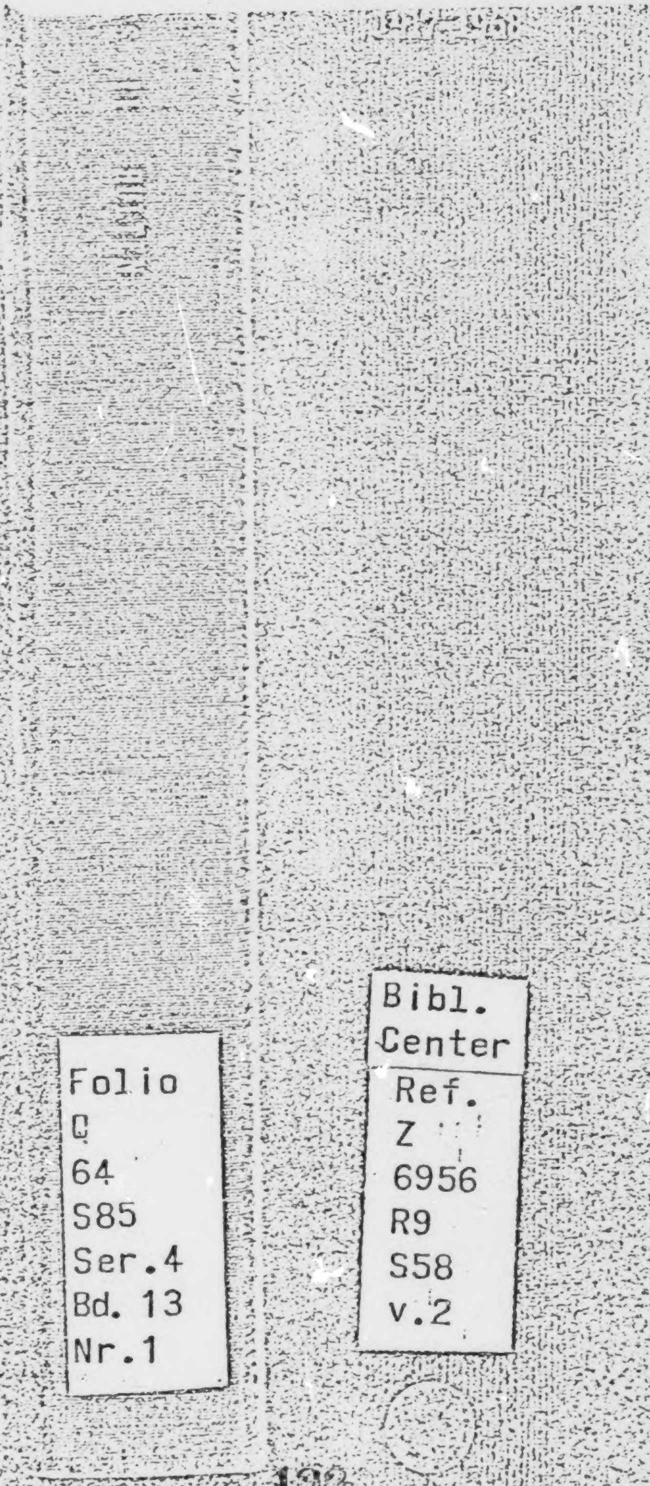

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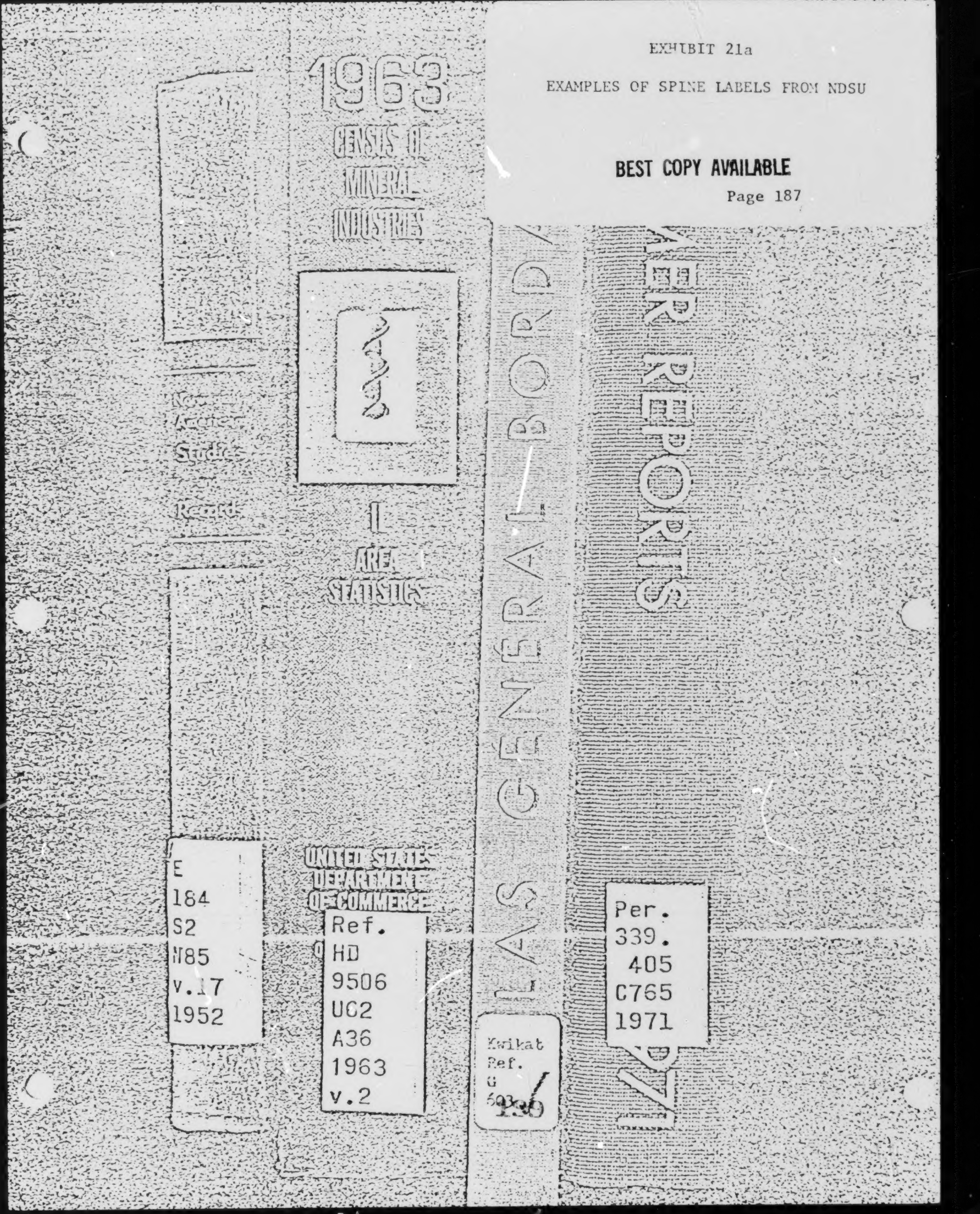

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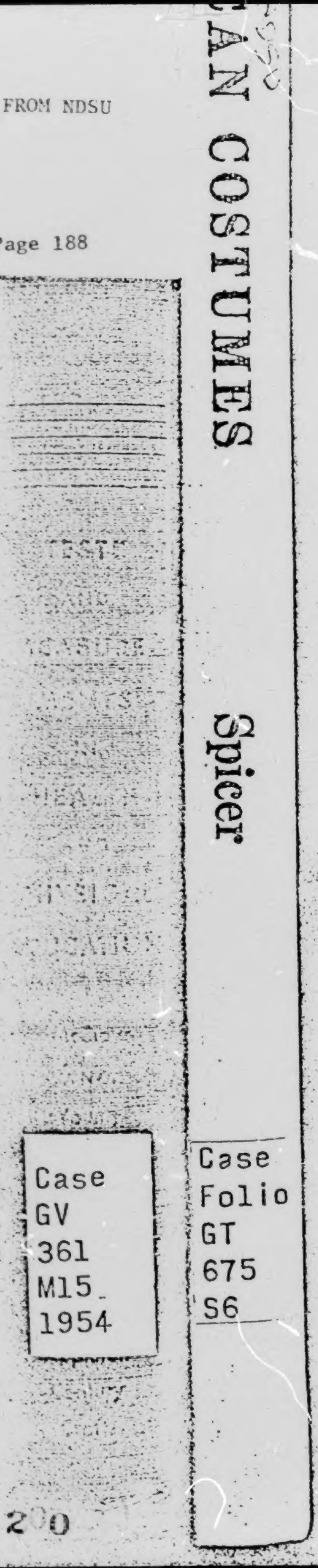

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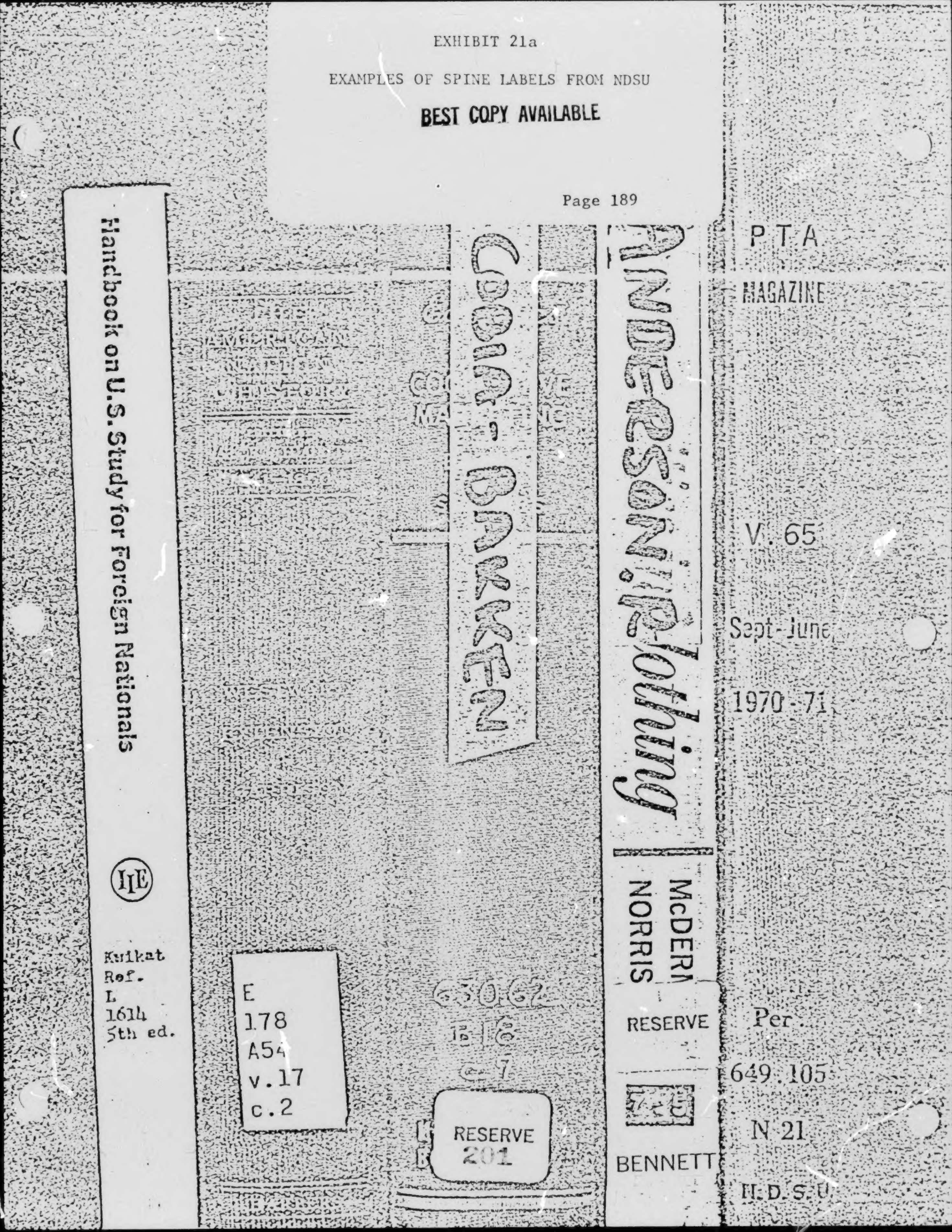
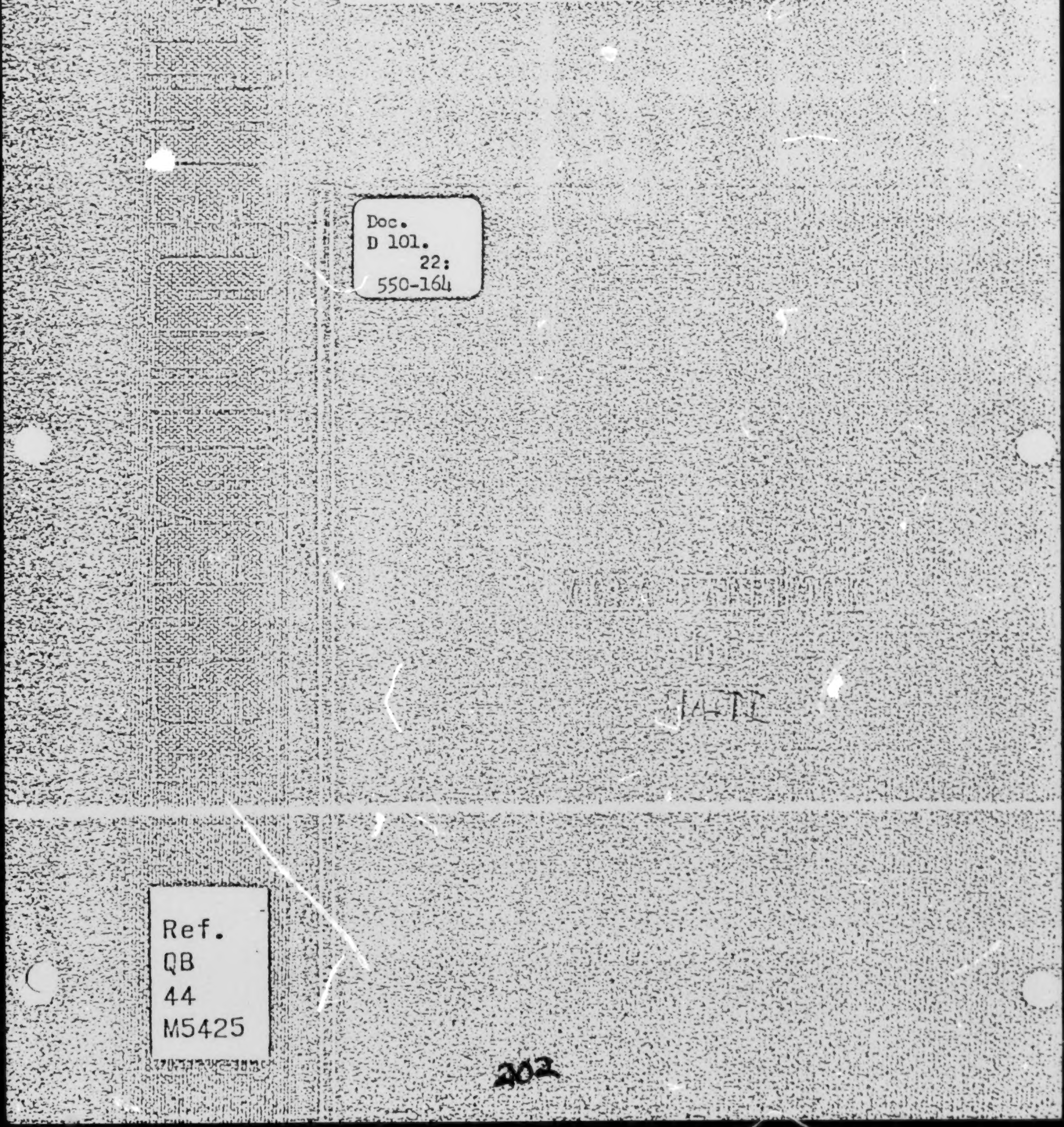


EXHIBIT 21a

EXAMPLES OF SPINE LABELS FROM NDSU

Page 190



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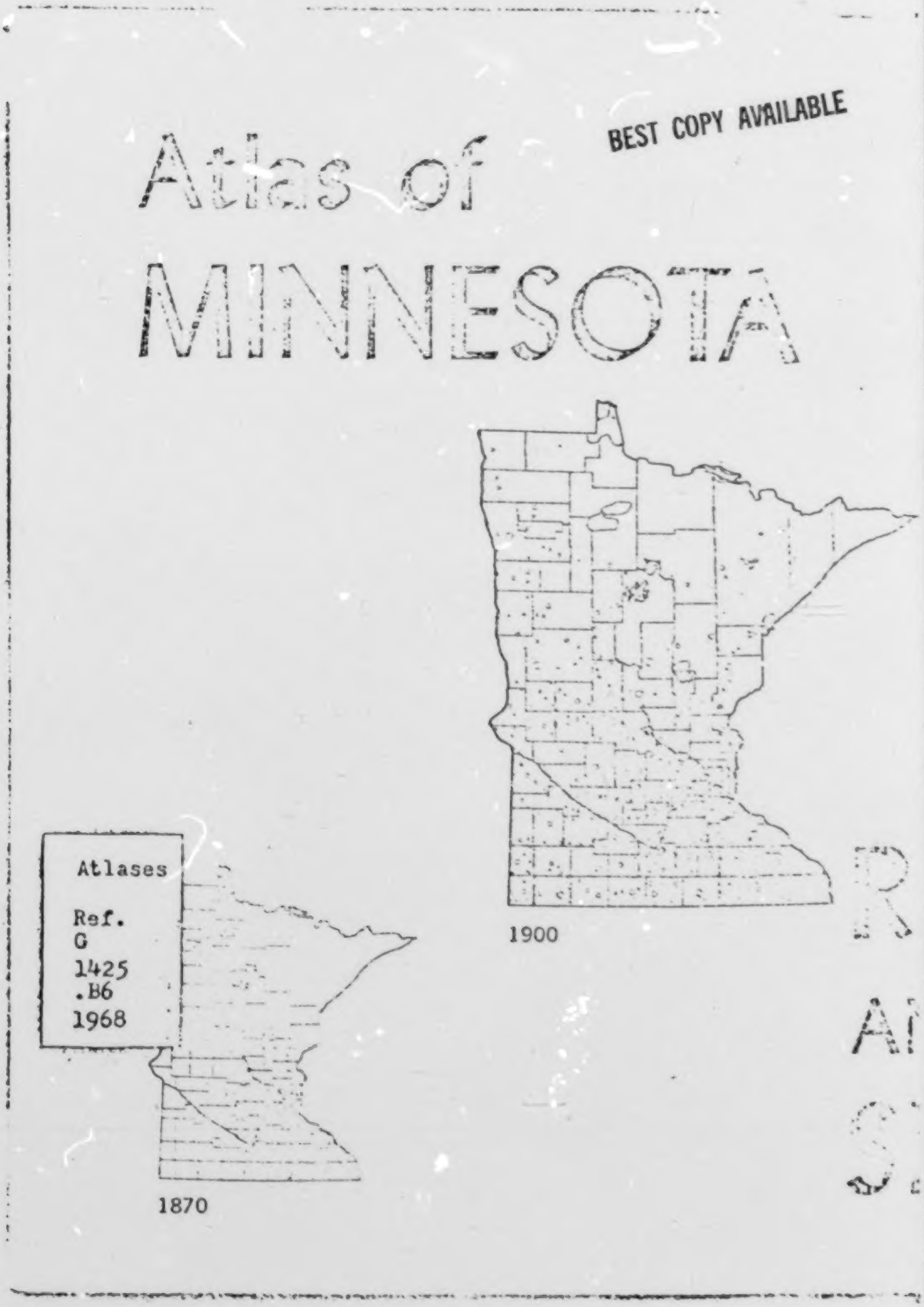

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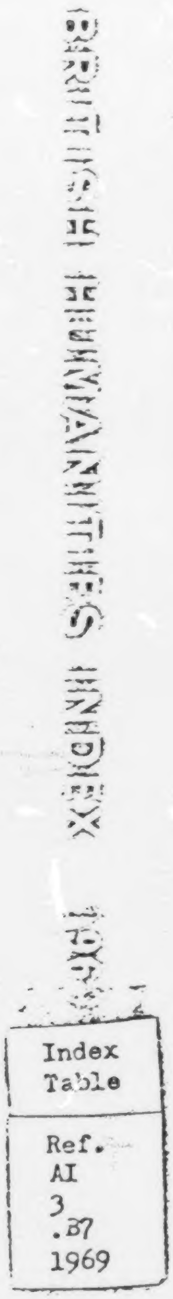
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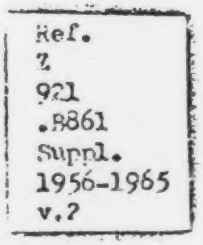
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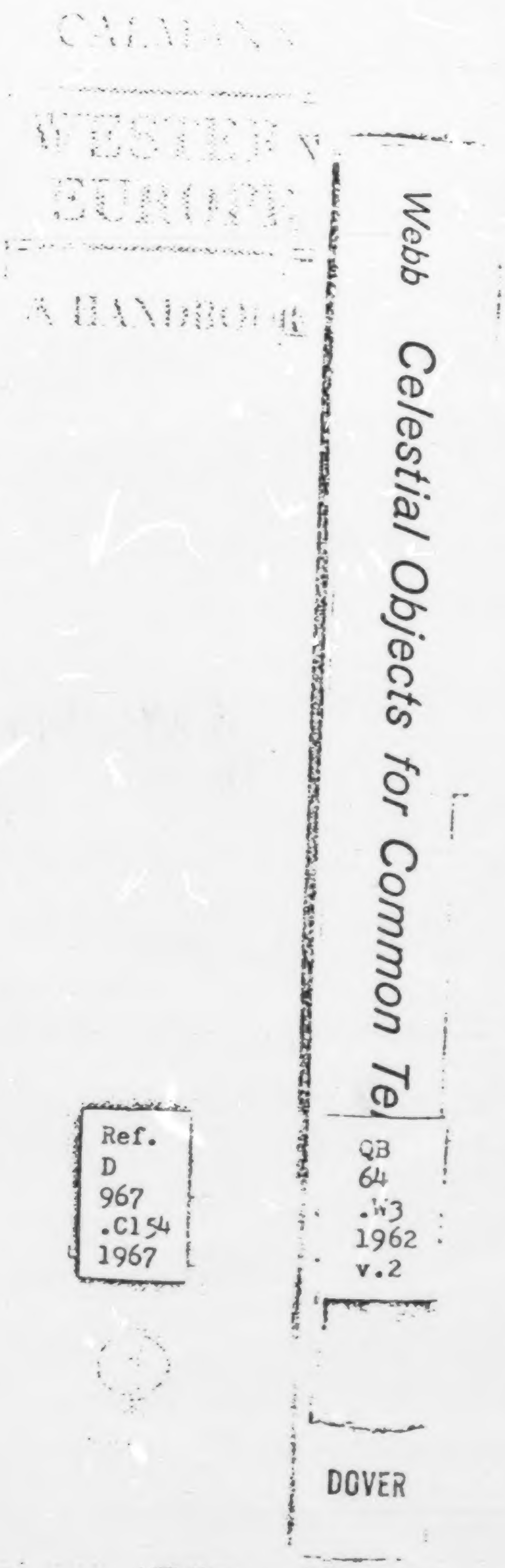

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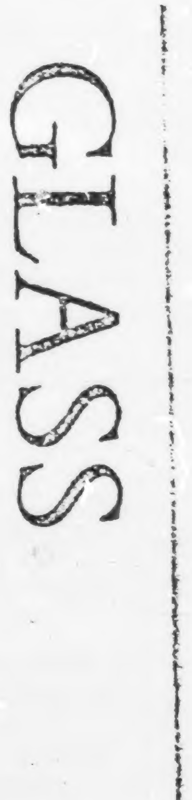

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ABRAMS

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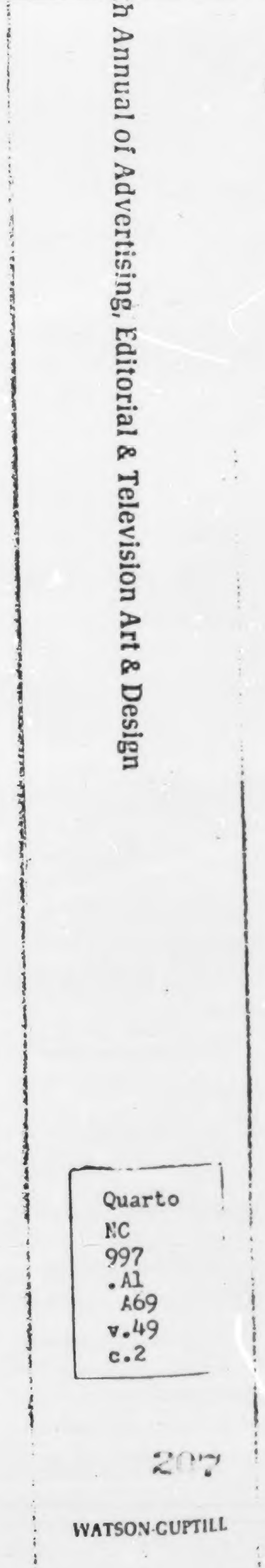

th Annual of Advertising, Editorial & Television Art & Design

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A69
v.49
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207

WATSON-GUPTILL

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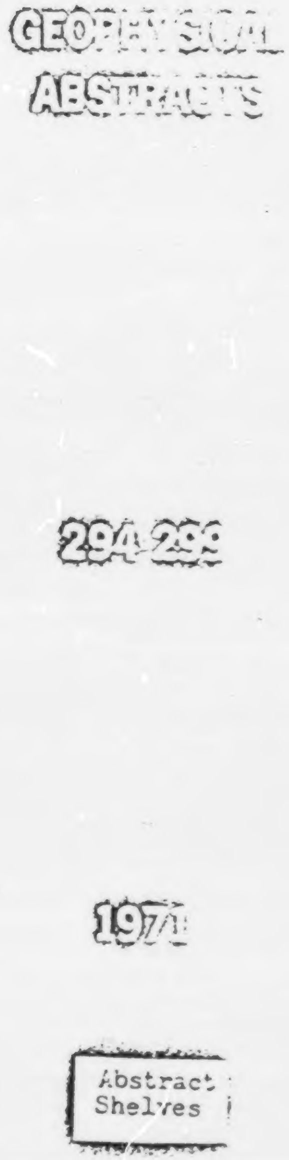

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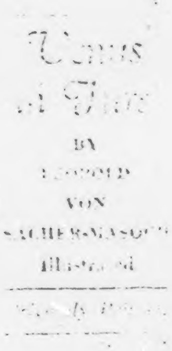

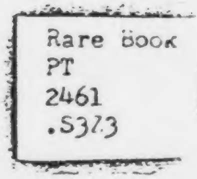

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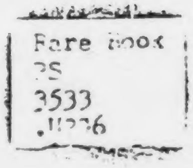

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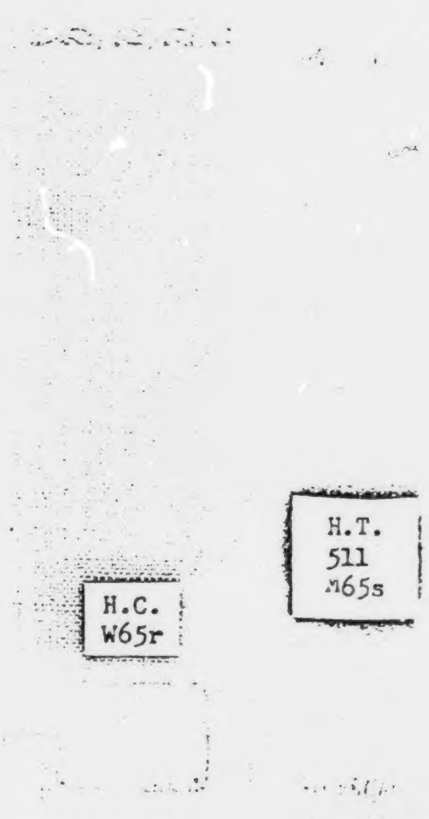

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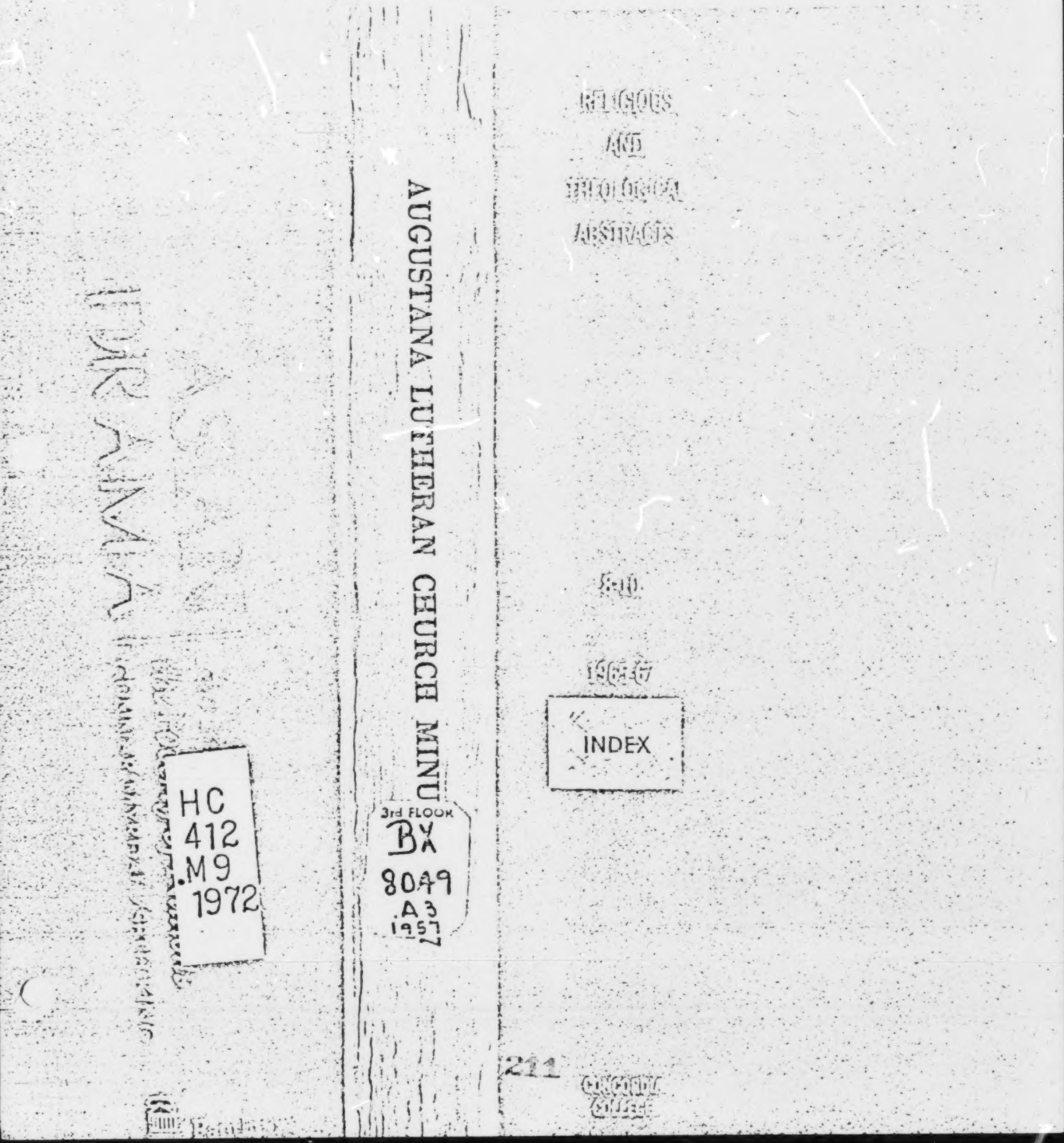

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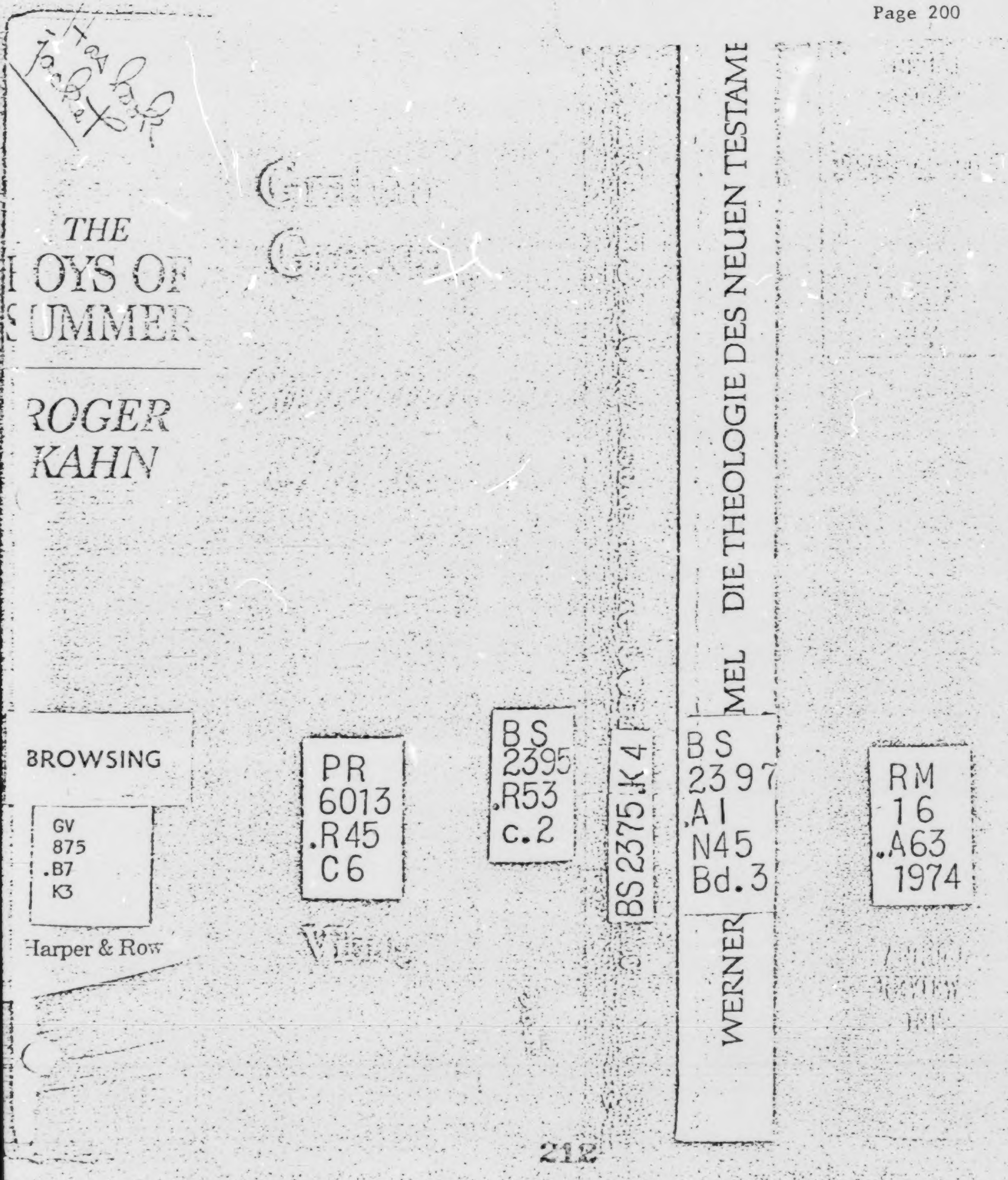

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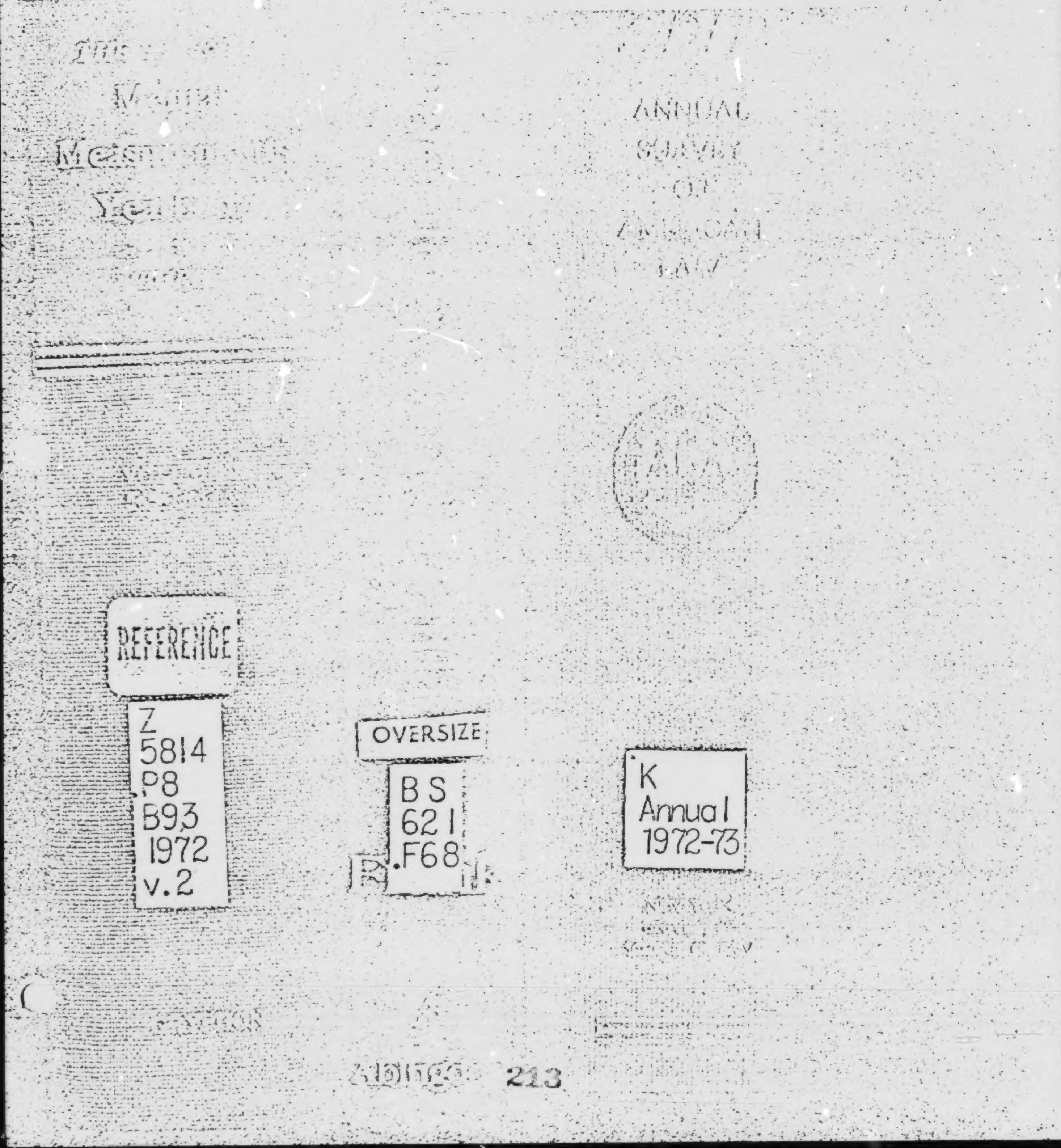

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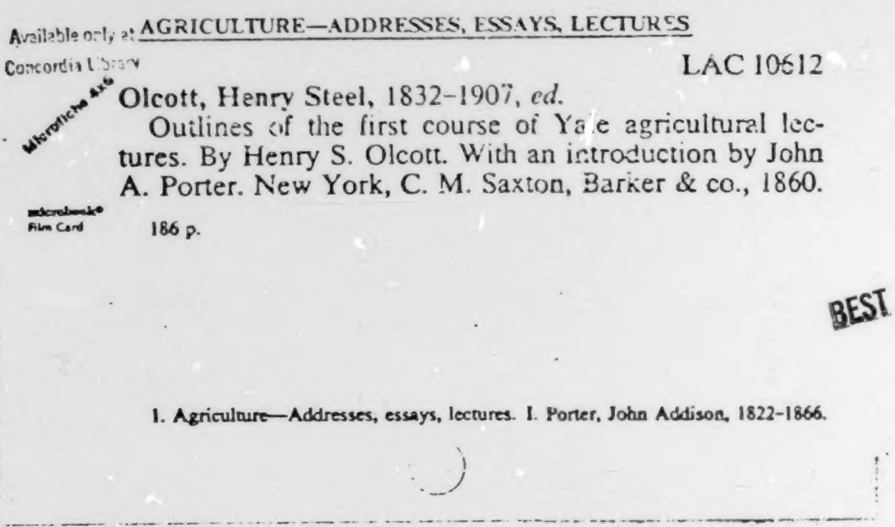

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186 p.

1. Agriculture—Addresses, essays, lectures. I. Porter, John Addison, 1822-1866.

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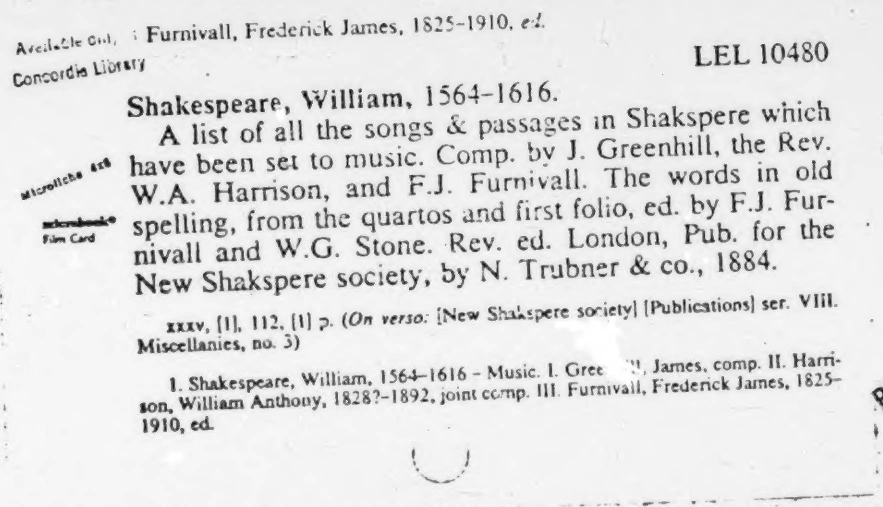

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xxxv, [1], 112, [1] p. (*On verso:* [New Shakspere society] [Publications] ser. VIII. Miscellanies, no. 3)

1. Shakespeare, William, 1564-1616 - Music. I. Greenhill, James, comp. II. Harrison, William Anthony, 1828?-1892, joint comp. III. Furnivall, Frederick James, 1825-1910, ed.

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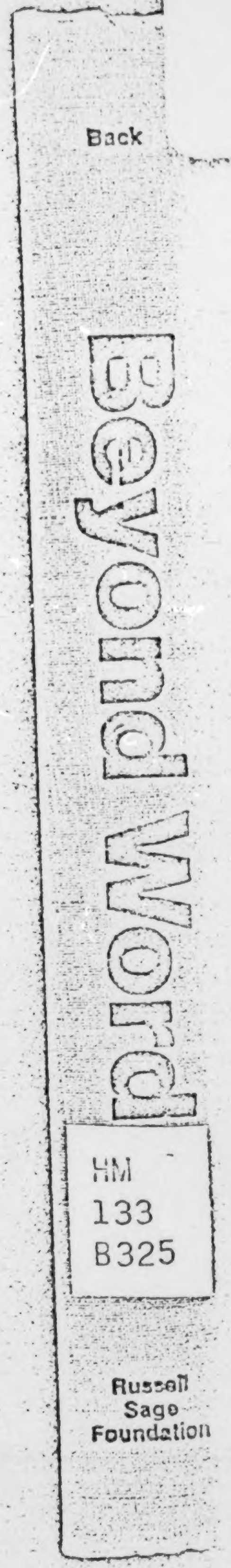

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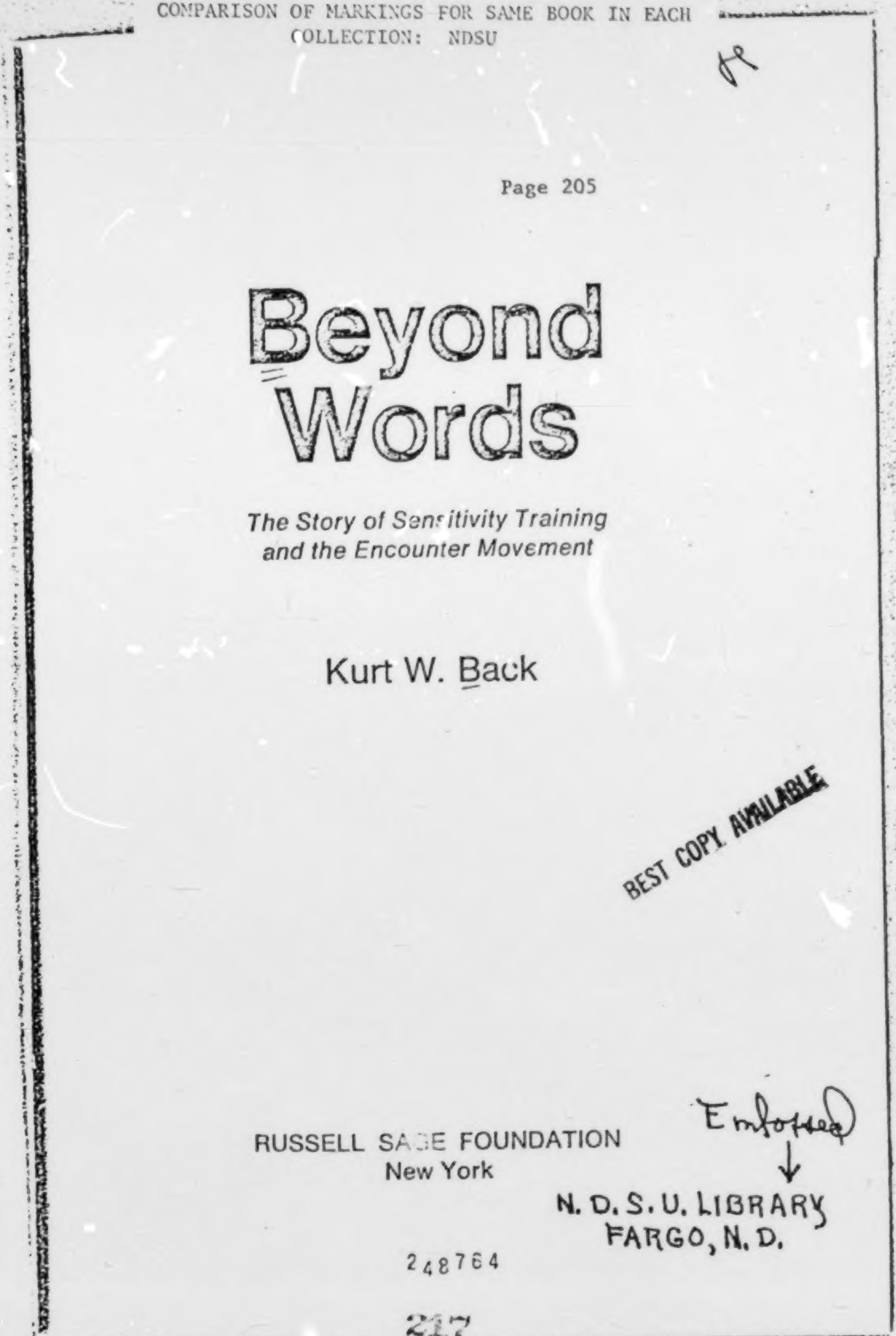

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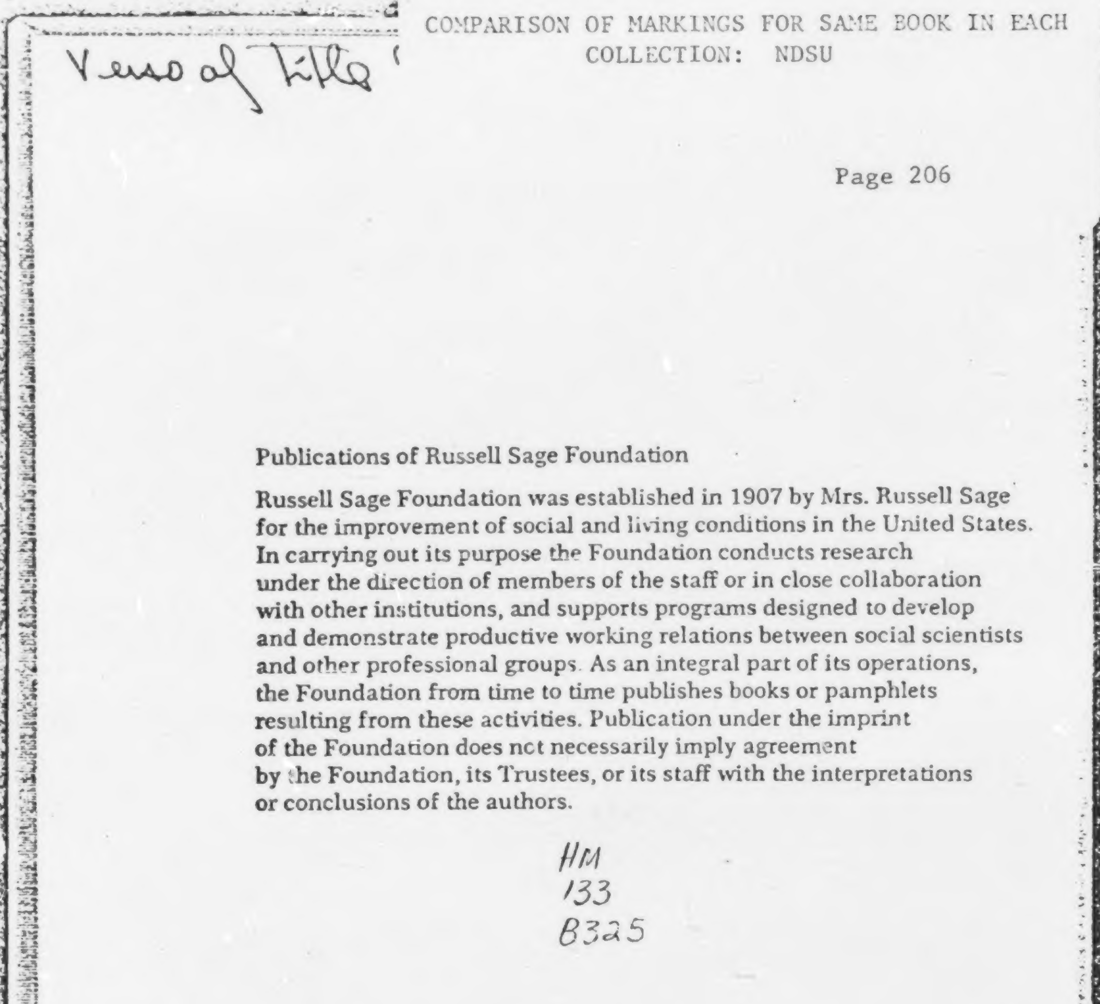

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Library of Congress Catalog Card Number: 73–182935

Russell Sage Foundation
230 Park Avenue
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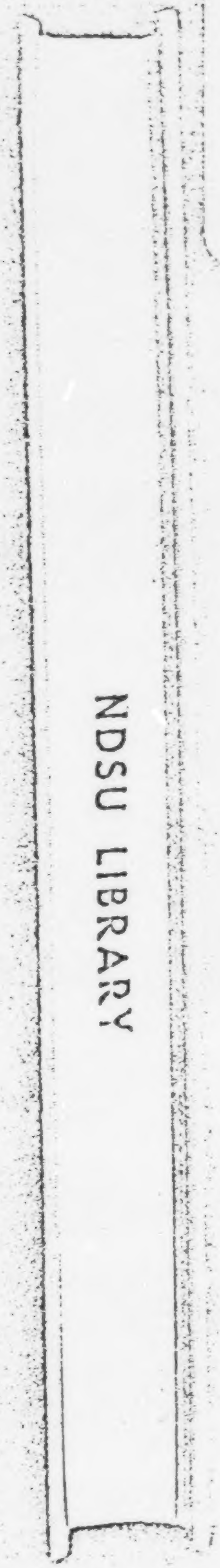

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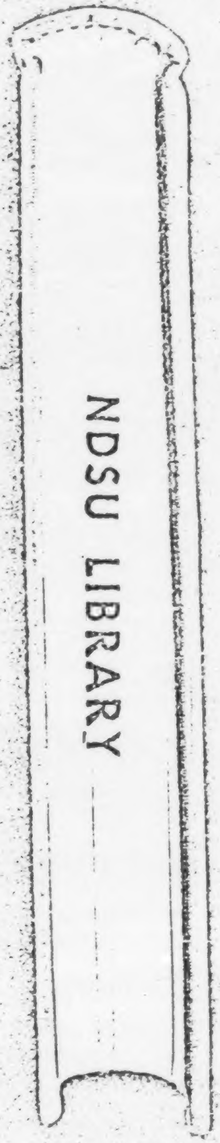

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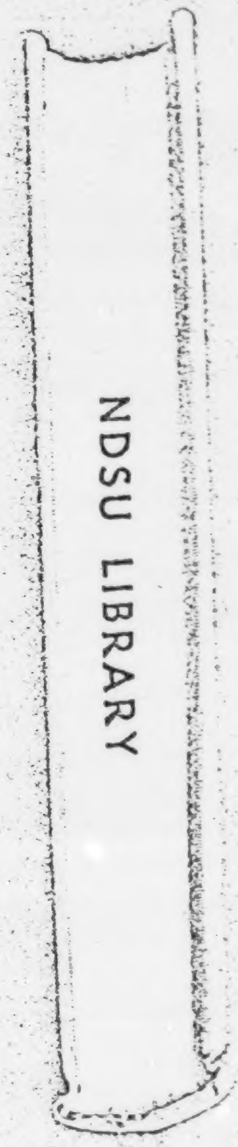

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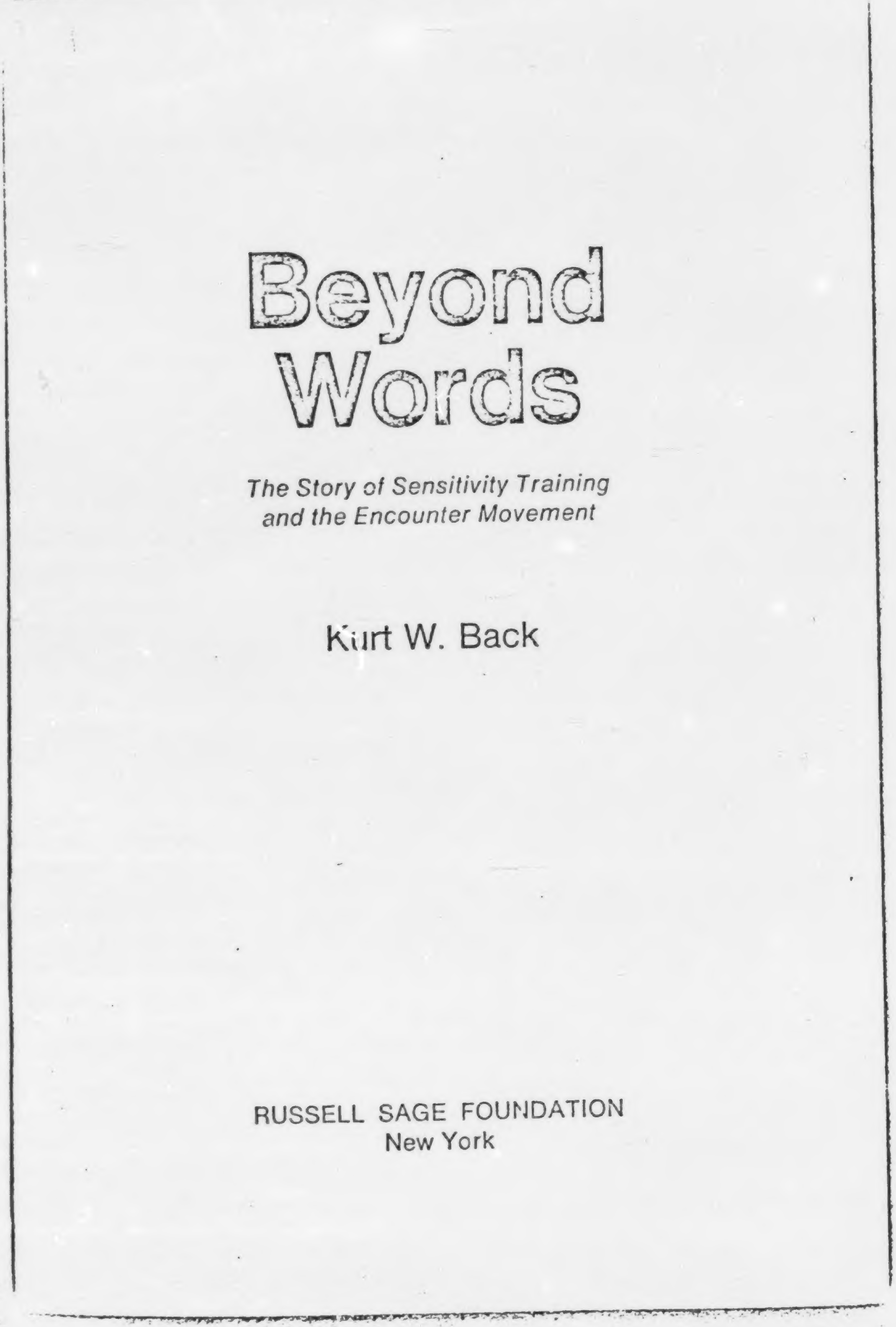

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Kurt W. Back

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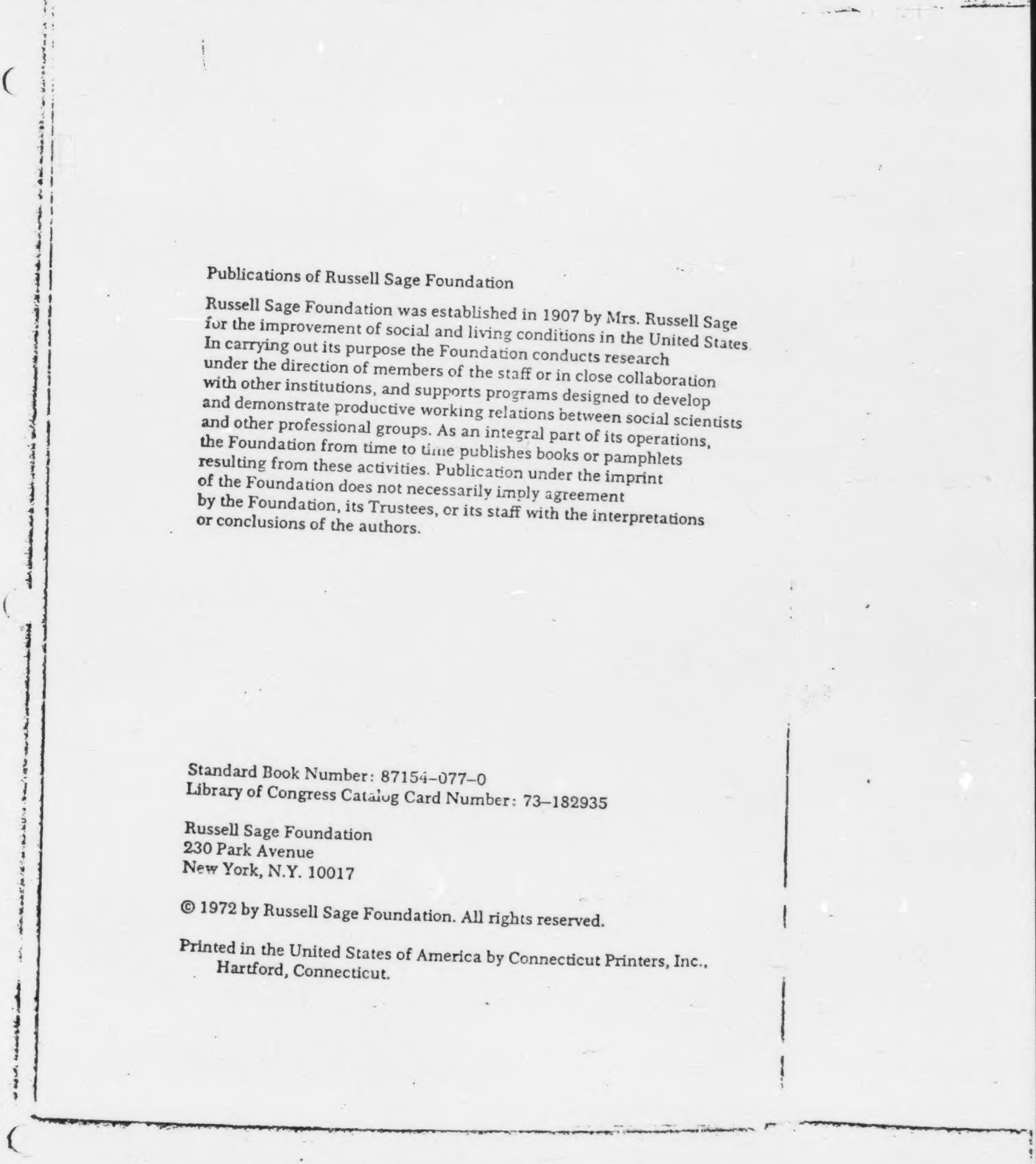

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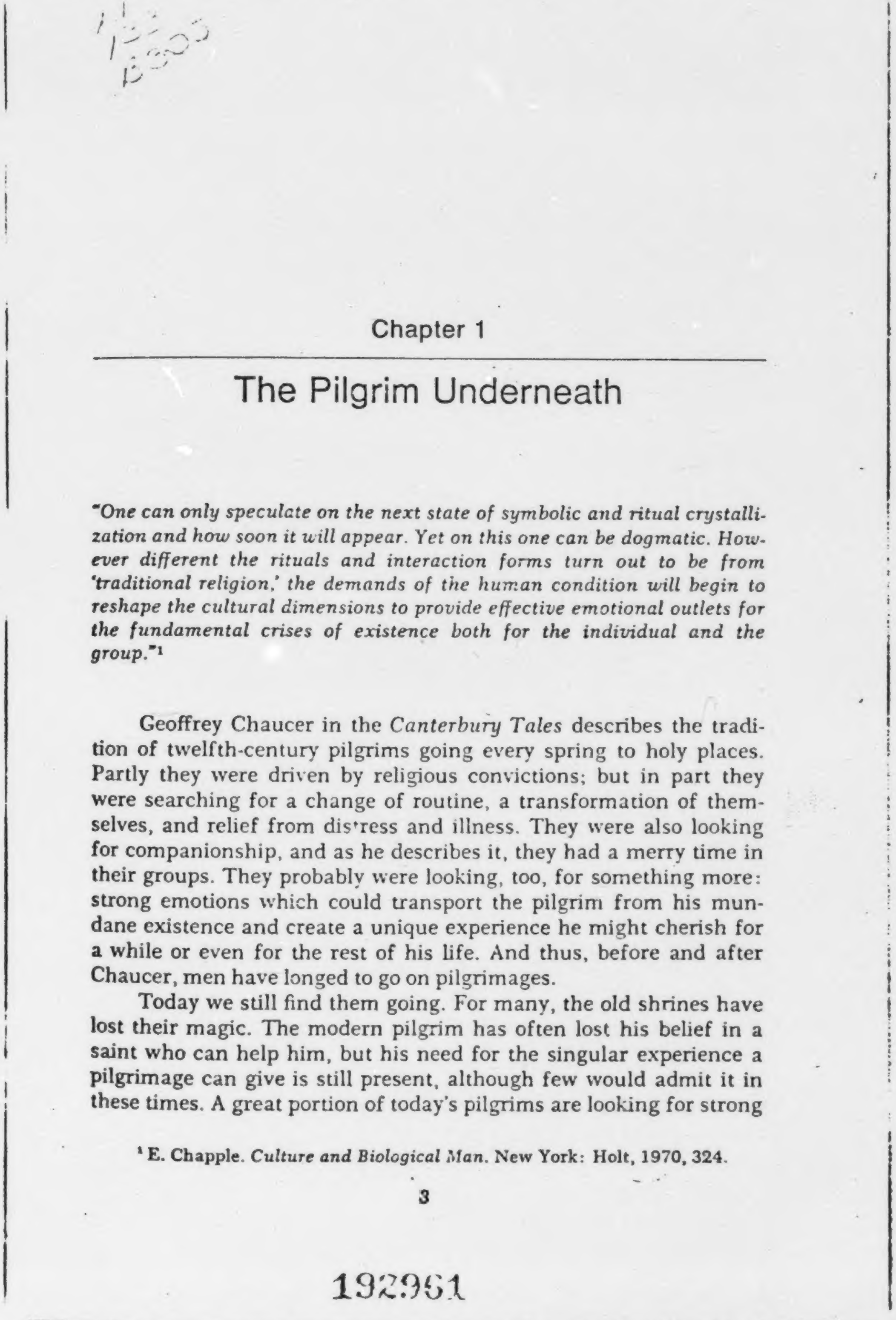

Chapter 1

The Pilgrim Underneath

> *"One can only speculate on the next state of symbolic and ritual crystallization and how soon it will appear. Yet on this one can be dogmatic. However different the rituals and interaction forms turn out to be from 'traditional religion,' the demands of the human condition will begin to reshape the cultural dimensions to provide effective emotional outlets for the fundamental crises of existence both for the individual and the group."*[1]

Geoffrey Chaucer in the *Canterbury Tales* describes the tradition of twelfth-century pilgrims going every spring to holy places. Partly they were driven by religious convictions; but in part they were searching for a change of routine, a transformation of themselves, and relief from distress and illness. They were also looking for companionship, and as he describes it, they had a merry time in their groups. They probably were looking, too, for something more: strong emotions which could transport the pilgrim from his mundane existence and create a unique experience he might cherish for a while or even for the rest of his life. And thus, before and after Chaucer, men have longed to go on pilgrimages.

Today we still find them going. For many, the old shrines have lost their magic. The modern pilgrim has often lost his belief in a saint who can help him, but his need for the singular experience a pilgrimage can give is still present, although few would admit it in these times. A great portion of today's pilgrims are looking for strong

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[1] E. Chapple. *Culture and Biological Man*. New York: Holt, 1970, 324.

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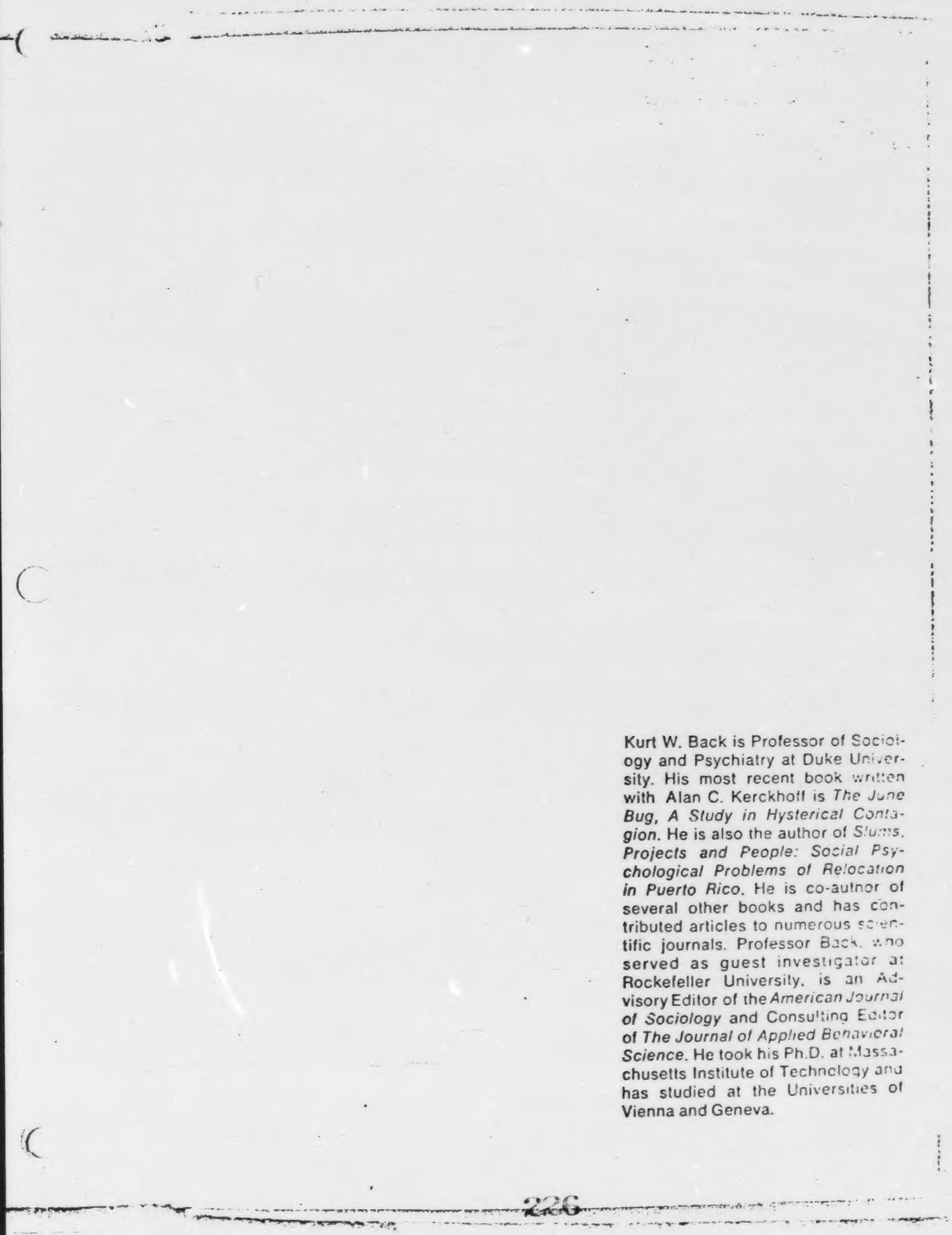

Kurt W. Back is Professor of Sociology and Psychiatry at Duke University. His most recent book written with Alan C. Kerckhoff is *The June Bug, A Study in Hysterical Contagion.* He is also the author of *Slums, Projects and People: Social Psychological Problems of Relocation in Puerto Rico.* He is co-author of several other books and has contributed articles to numerous scientific journals. Professor Back, who served as guest investigator at Rockefeller University, is an Advisory Editor of the *American Journal of Sociology* and Consulting Editor of *The Journal of Applied Behavioral Science.* He took his Ph.D. at Massachusetts Institute of Technology and has studied at the Universities of Vienna and Geneva.

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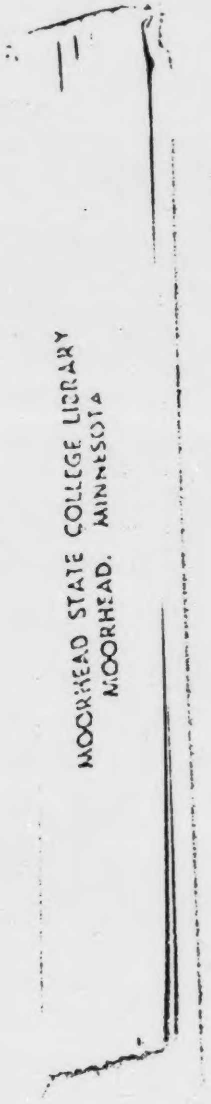

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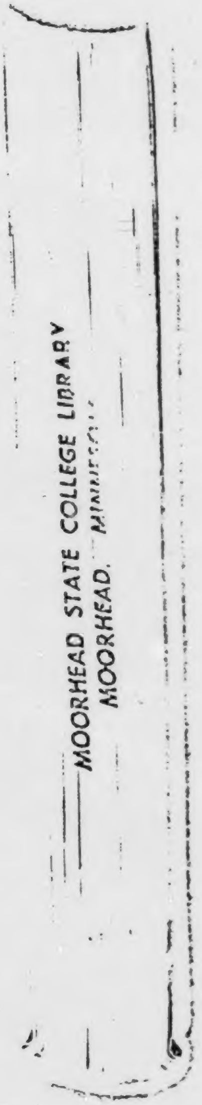

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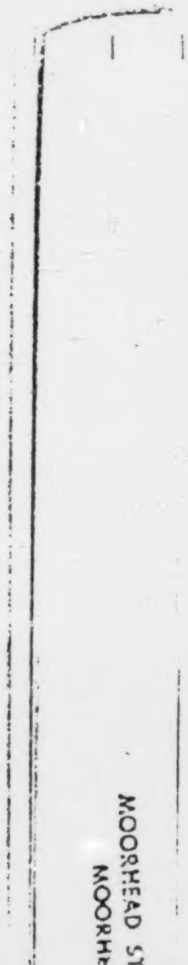
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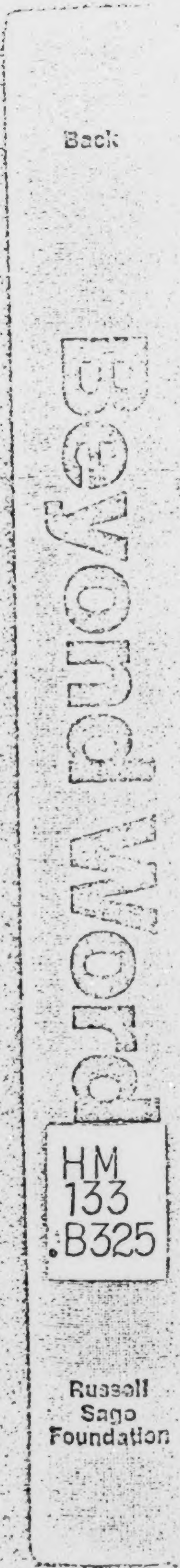

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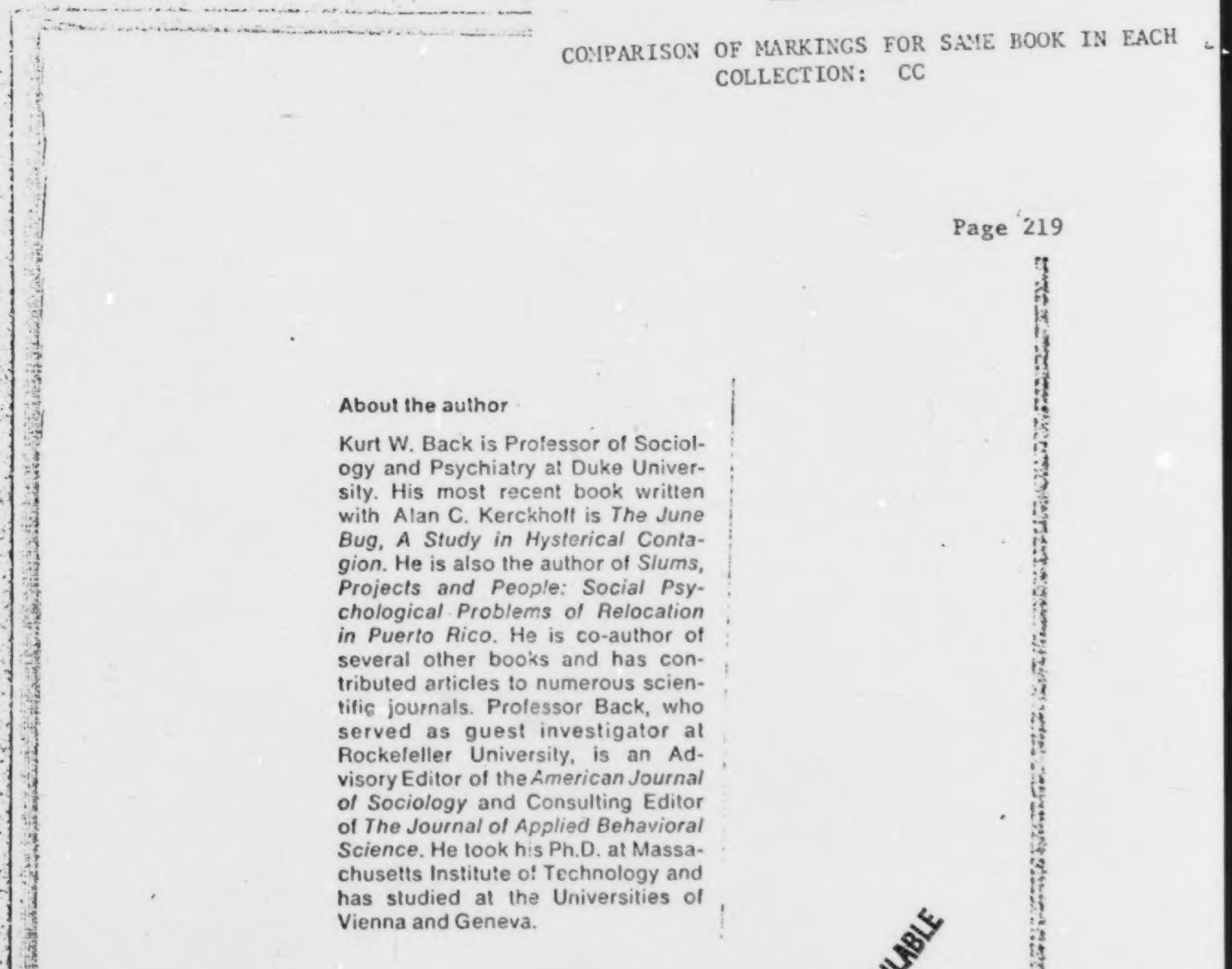

About the author

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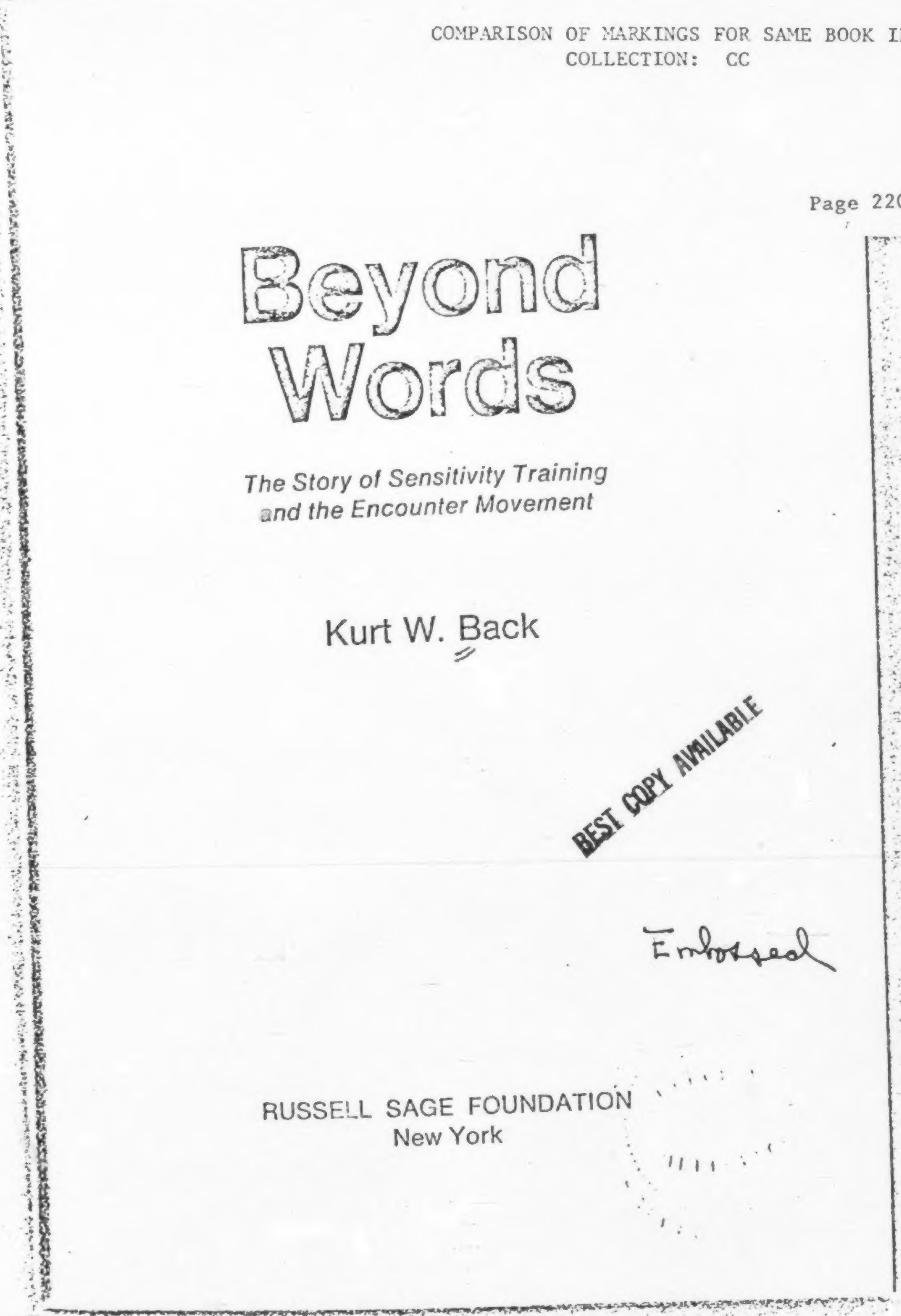

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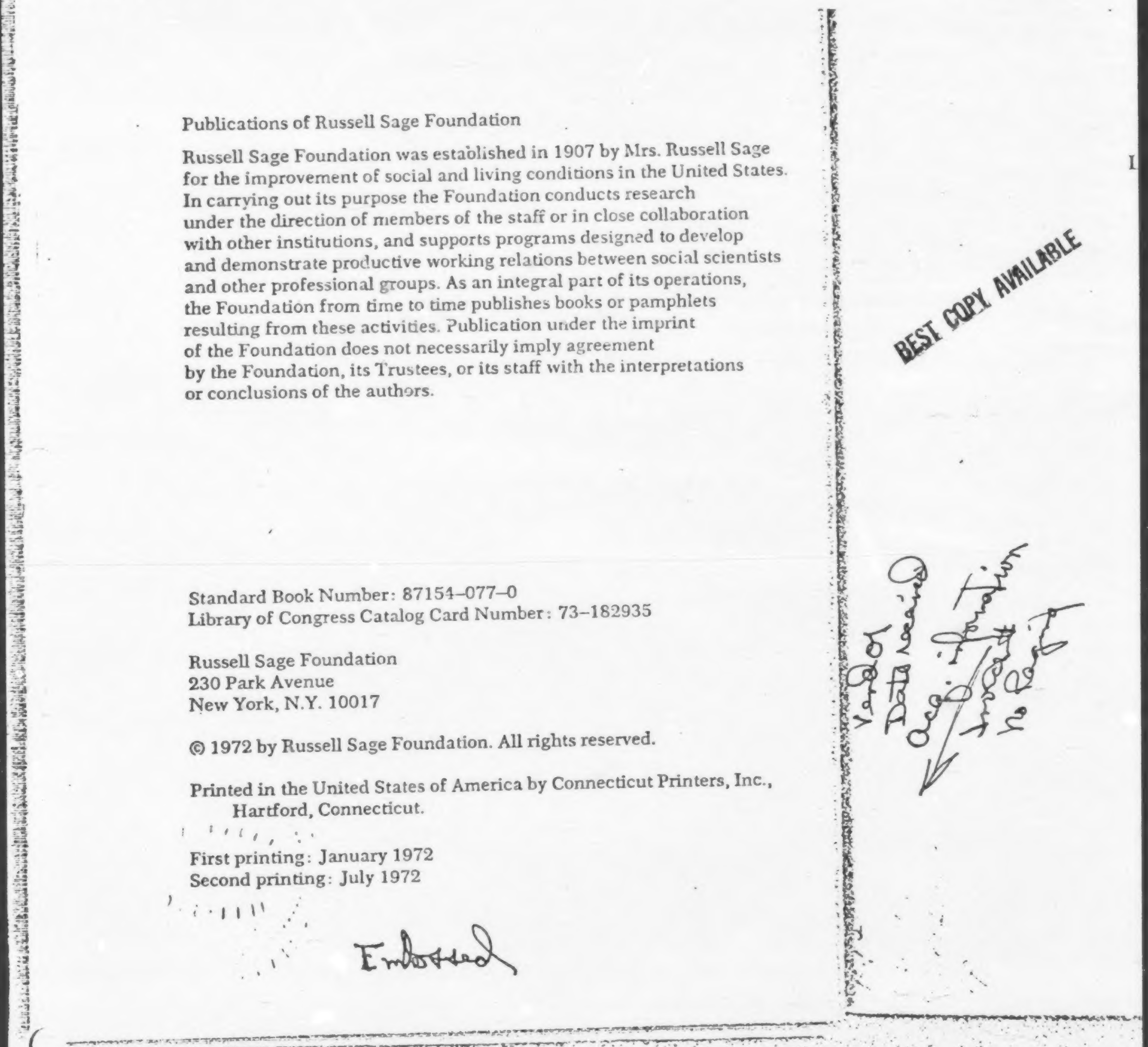

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Standard Book Number: 87154-077-0
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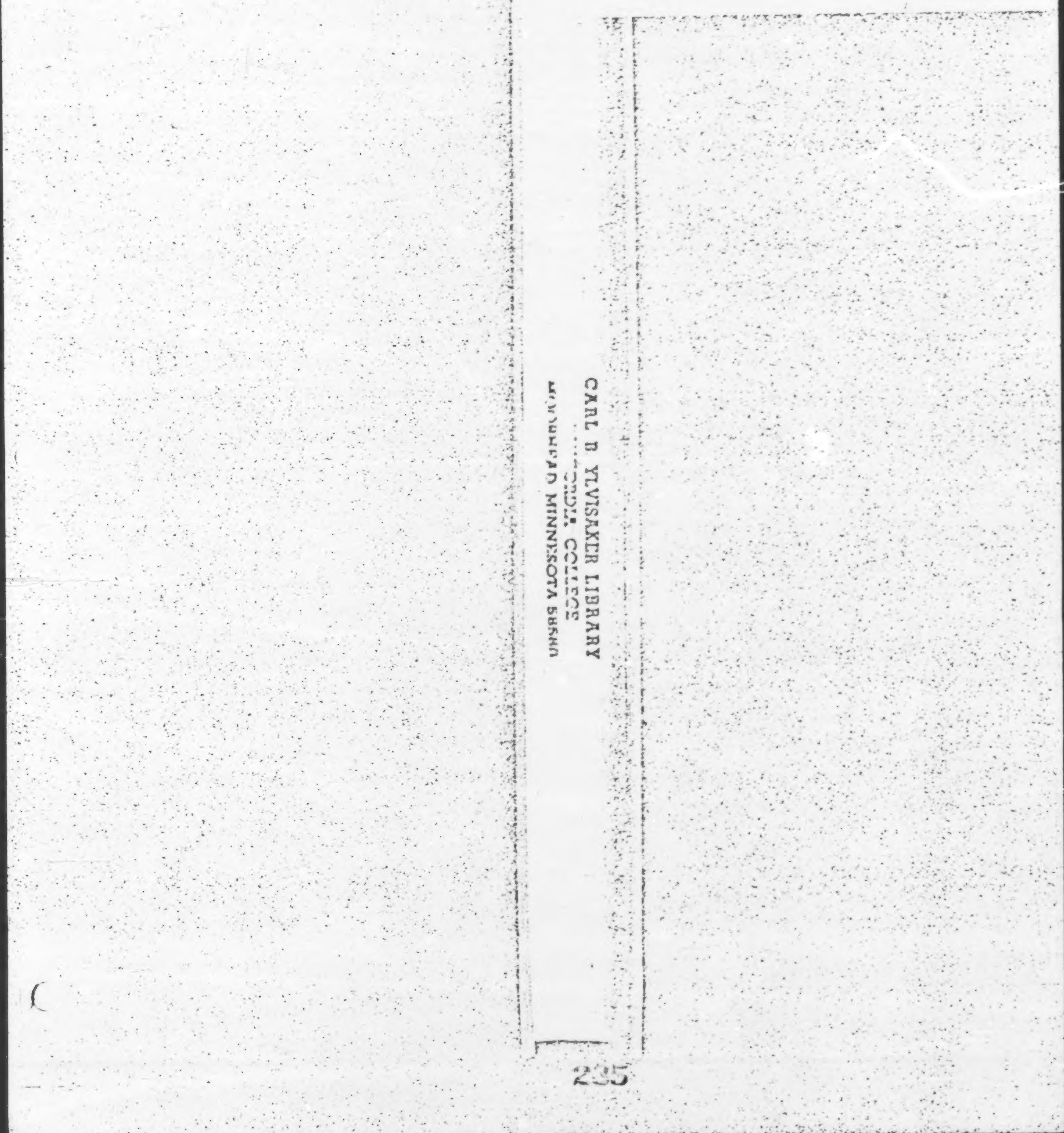

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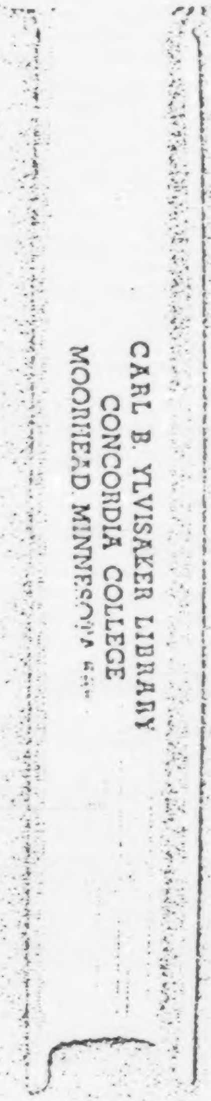

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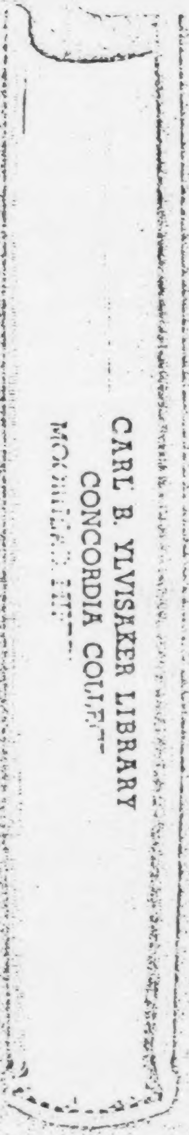

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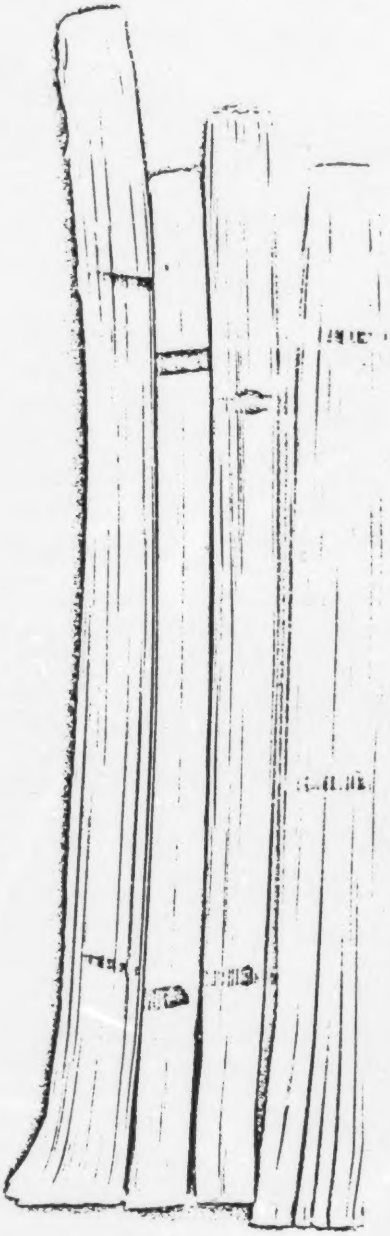

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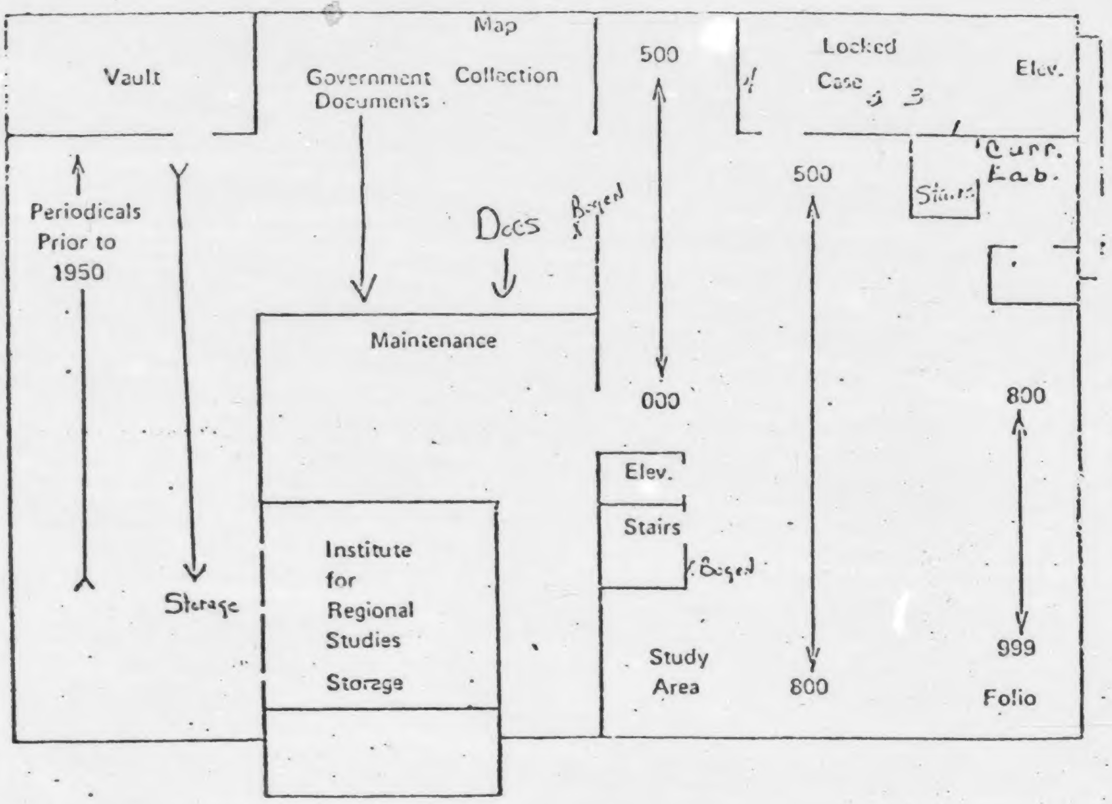
NDSU LIBRARY - LOWER LEVEL (BASEMENT)

EXHIBIT 26a



Dewey Stacks & Folio Books

Locked Case: Theses (1)

Case Books (2)

Annuals (3)

Spectrum (4)

Documents

Maps

Periodicals

Regional Studies

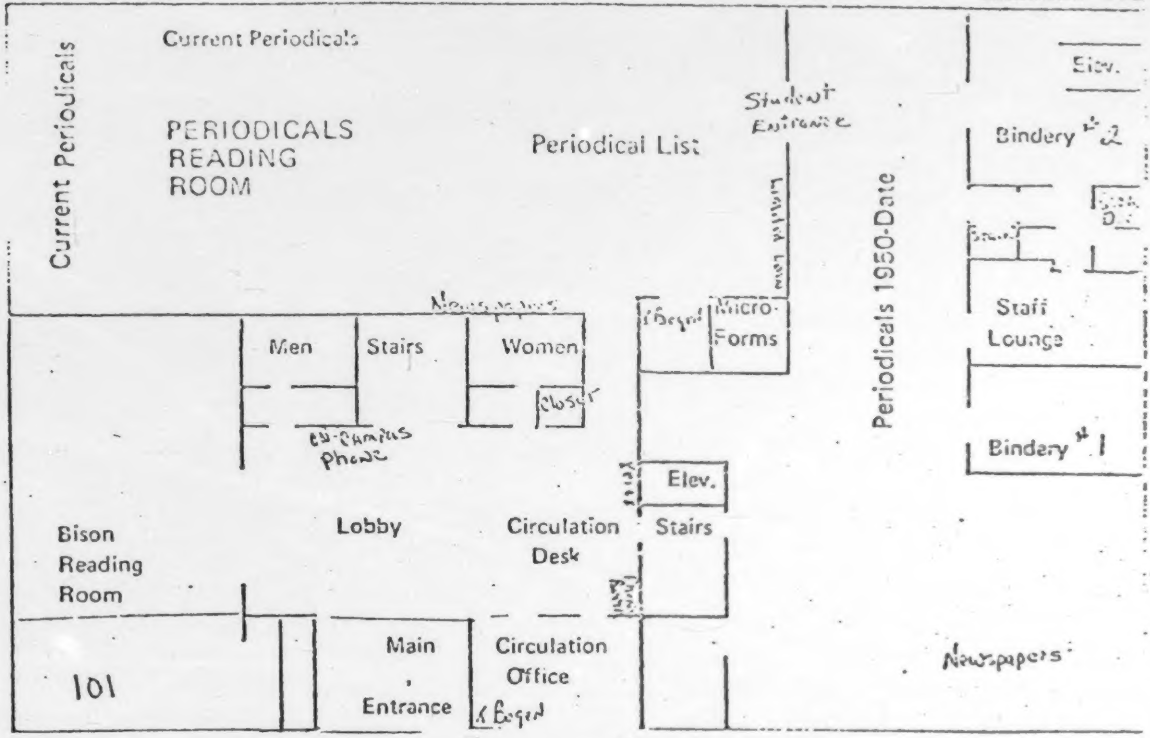
Storage in Docs and overhead

Lights

Bogen Phone: Stairs

In documents

EXHIBIT 26a



Lobby: Circulation Desk
Both Stairs
Book Drop
Closet
Door to go to elevator
On-Campus Phone
Telephone Booth

Reading Rooms: Bison
101
Periodical and Limited Loan

Micro Film Room

Periodical Stack Staff Entrance

Periodical Stack Patron Entrance

Study Rooms in Periodical Stacks

Periodical Index Table

Periodical Computer Print-Out

Staff Lounge

Bindery: 1 and 2

Back Stairs & Back Door

Xerox

Current Periodical Display

Staff Lounge Periodical Display

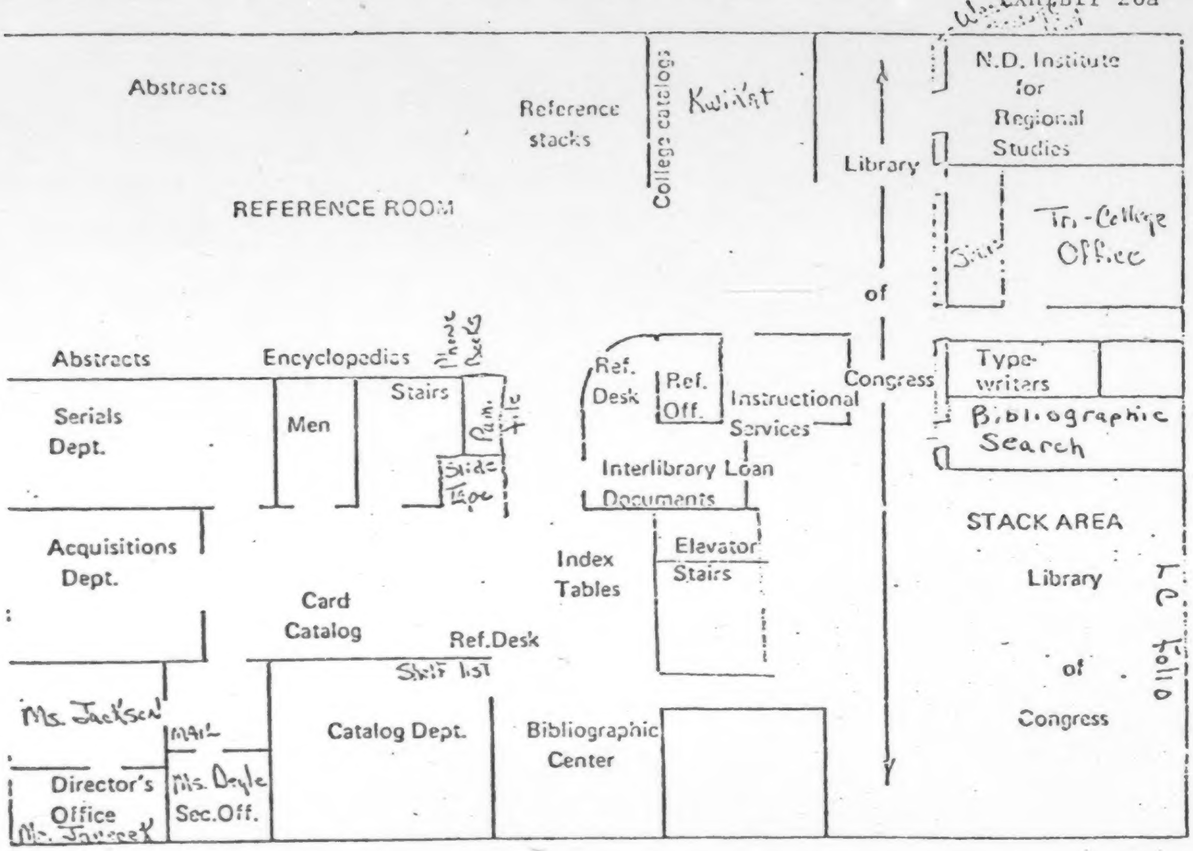
Pencil Sharpener: Bison Reading Room
Periodical Reading R
Circulation Desk

Periodical Check-In

Lights

Telephone (How to use): Local
Outside

EXHIBIT 26a



Departments: Mr. Janecek, Mrs. Deyle-Money, Mrs. Jackson, Acquisitions, Serials, Cataloging-Shelf List, Bibliographic, Reference Desk, ILL-Interlibrary Loan, Documents, Tri-College Office

Lobby: Reference Desk-Yellow
Card Catalog-Subject
Author/Title
Index Tables
Slide Tape
Bibliography Center

Lights

Reference Desk

ILL - Interlibrary Loan

Documents

Tri-College Office

LC Stacks: West Storage
Folio
Kwikat
Curriculum Lab
Institute Room

Reference Room: College Catalogs
Phone Directories
Pamphlet File

Typewriters

New Books by Elevator

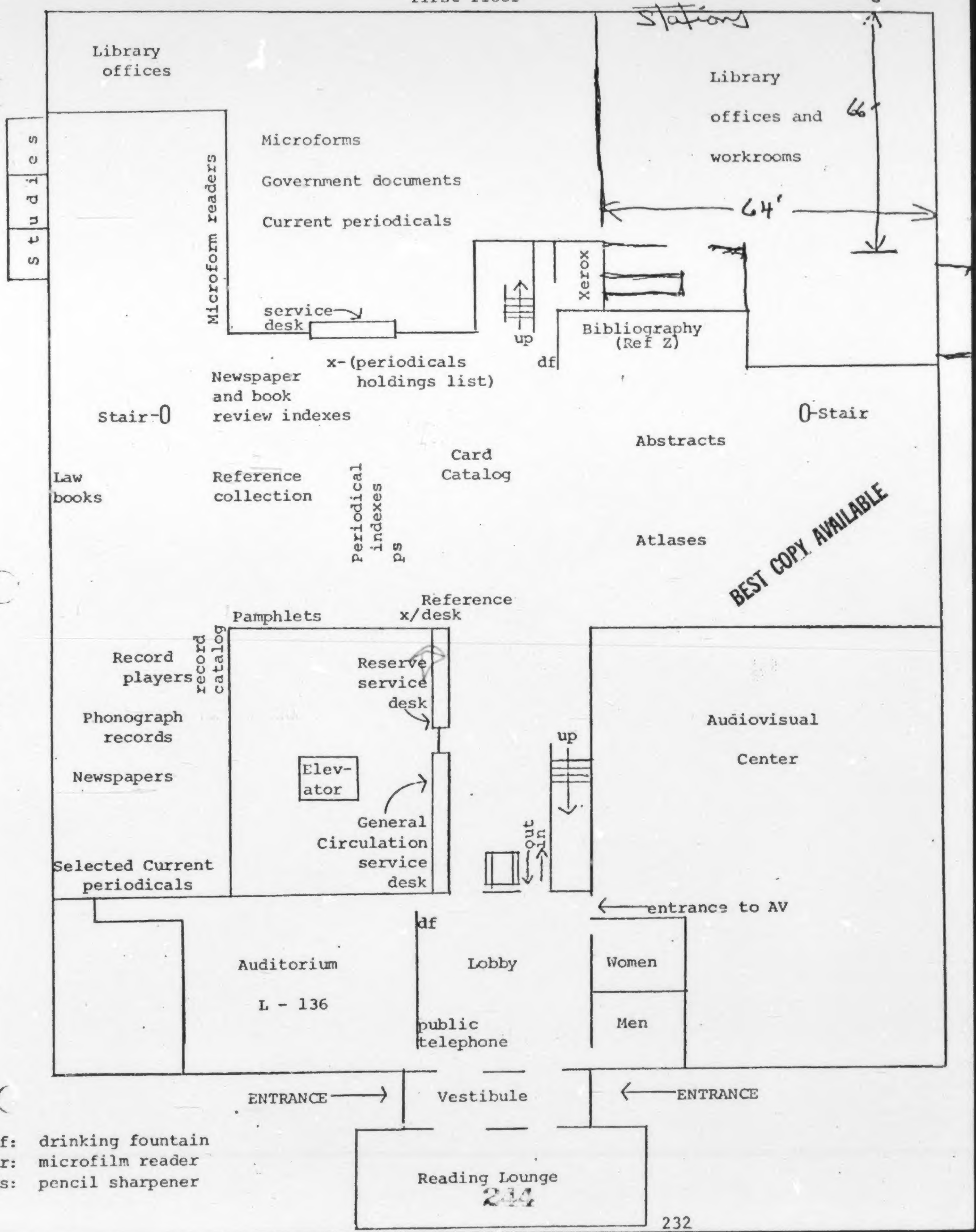
Mail

BEST COPY AVAILABLE

MSC
May 20

EXHIBIT 26 b
Livingston Lord Library
first floor

14 work stations



df: drinking fountain
mfr: microfilm reader
ps: pencil sharpener

Livingston Lord Library
second floor

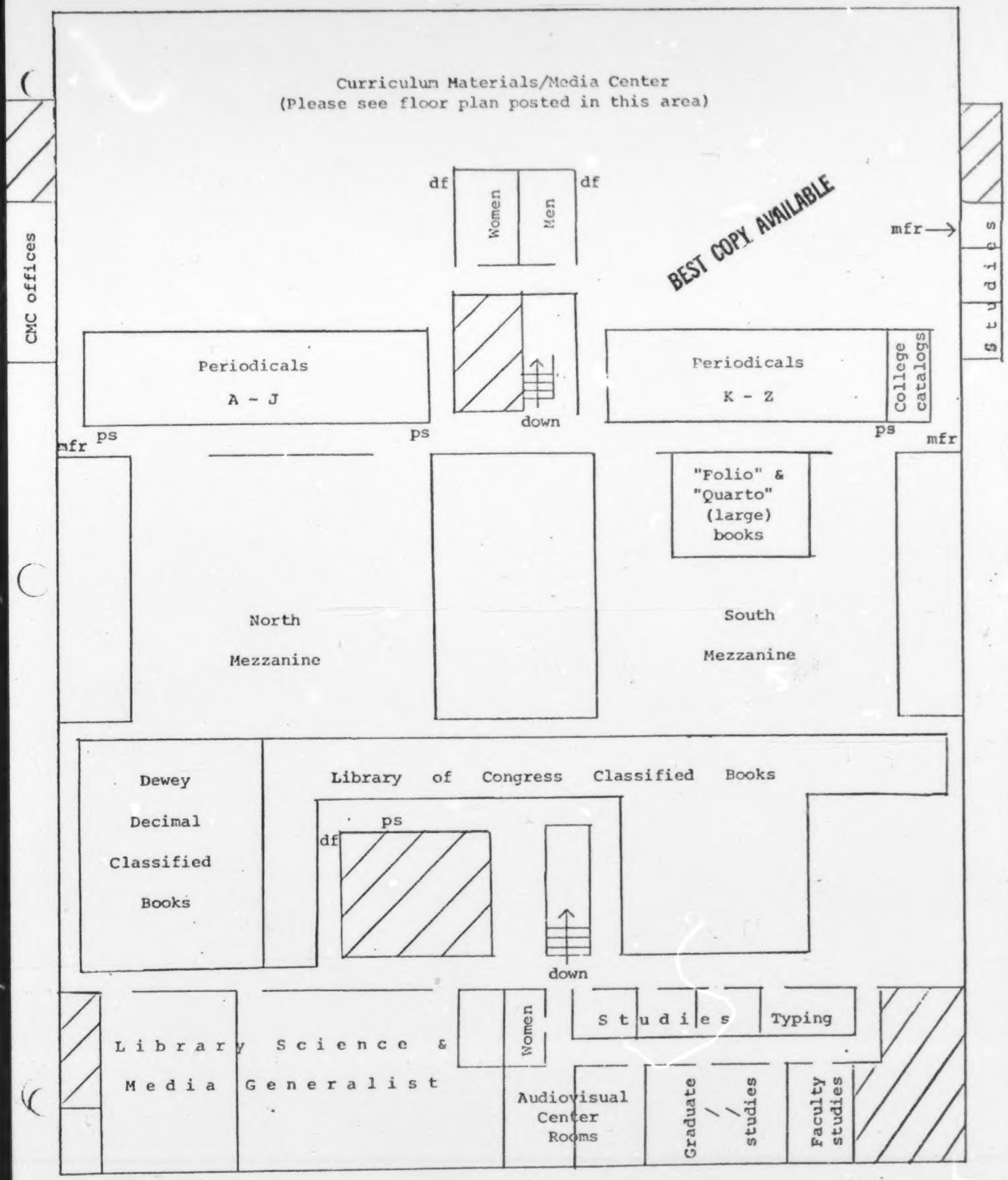
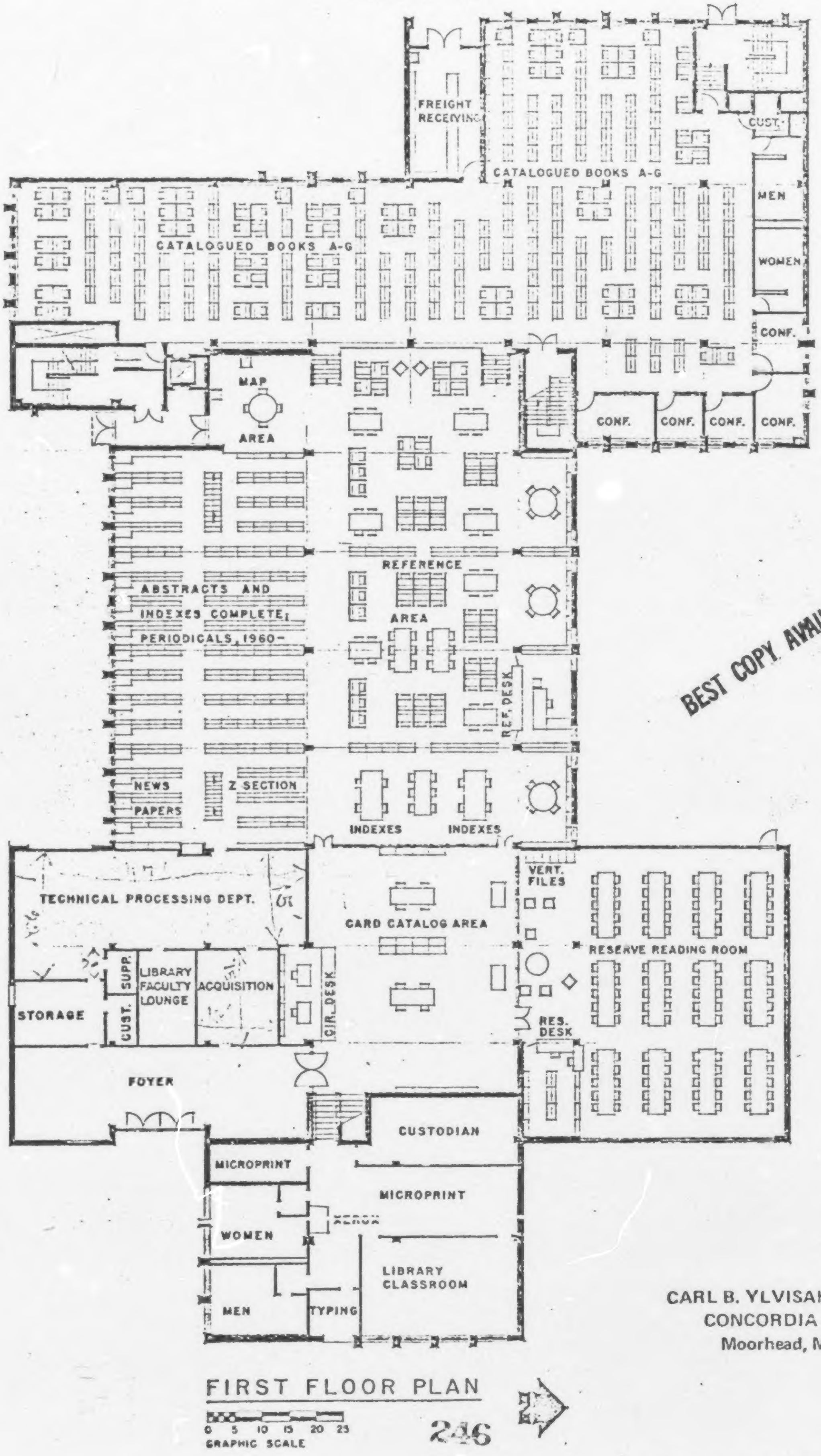


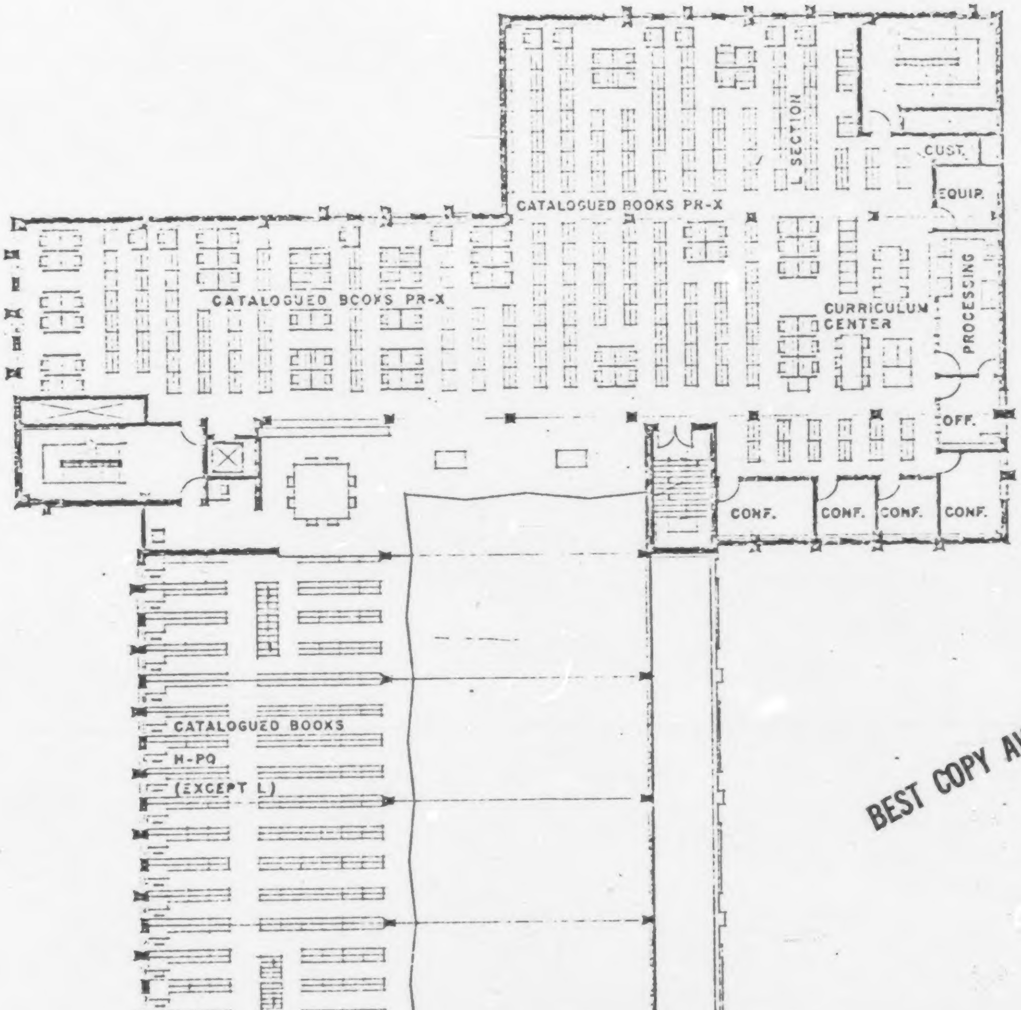
EXHIBIT 26c



FIRST FLOOR PLAN

CARL B. YLVISAKER LIBRARY
CONCORDIA COLLEGE
Moorhead, Minnesota

EXHIBIT 26c



CARL B. YLVISAKER LIBRARY
CONCORDIA COLLEGE
Moorhead, Minnesota

SECOND FLOOR PLAN

0 5 10 15 20 25
GRAPHIC SCALE

EXHIBIT 27

COMPARISON OF CUTTER NUMBERING IN LC AND CC**

Author	LC Cutter No. on typed cd.	CC Cutter	Number of titles
Head, Ann	PZ	.E11	1
Heinlein, Robert Anson	PZ	.E288	1
Heller, Joseph	PZ	.E314	1
Hellman, Lillian	.E343	.E343	6
Hemingway, Ernest	.E37	.E5	55 *
Hergesheimer, Joseph	PZ	.E66	5
Hersey, John Richard	.E7715	.E85	9 *
Hicks, Granville	.I253	.I18	1
Hill, Grace Livingston	PZ	I2	1
Highet, Gilbert	.I373	.I373	1
Hodgins, Eric	PZ	.024	1
Holland, Melvin Ned	PZ	.0347	1
Holmes, John Clellon	.044455	.0445	1 *
Hong, Edna Hattestad	PZ	.052	1
Hooven, Herbert Nelson	.0584	.0584	1
Horgan, Paul	PZ	.06584	1
Howard, James H.W.	.0829	.0829	1

* Need change

** Compiled By Head Cataloger. LC placed 20th Century Fiction in PZ until recently.

EXHIBIT 28
ABBREVIATIONS IN USE: MSC

COMMON ABBREVIATIONS, SIGNS & SYMBOLS, AND COMPLETE SPELLINGS

Abbreviation	Filed as
Abp.	Archbishop
Antiq.	Antiquities
Bibl.	Bibliography
Bio-bibl.	Bio-bibliography
Biog.	Biography
Bp.	Bishop
Bound.	Boundaries
Capt.	Captain
Cie.	Compagnie
Co.	Company, or County
c/o	Care of
Col.	Colonel
Comm.	Commerce
Cpl.	Corporal
Descr.	Description
Descr. & trav.	Description and travel
Dict. & encyc.	Dictionaries and encyclopedias
Direct.	Directories
Disc. & explor.	Discovery and exploration
Dr.	Doctor, Docteur, Doktor
Econ. condit.	Economic conditions
Emig. & immig.	Emigration and immigration
Esq.	Esquire
Etc. or &c.	Et cetera (filed as written when in a title)
F.	Fahrenheit
For. rel.	Foreign relations
Geneal.	Genealogy
Hist.	History
Hist. & crit.	History and criticism
Hnos.	Hermanos
Hon.	Honorable
Indus.	Industries
M.	Monsieur
Mlle.	Mademoiselle
MM.	Messieurs
Mme.	Madame
Mr.	Mister
Mrs.	Mrs.
Ms., MS	Manuscript
Mss., MSS.	Manuscripts
Mt.	Mount, or Mountain
Manuf.	Manufactures
N.	North
N.W.	Northwest (as one word)
No.	North, Number, numéro
Period.	Periodicals
Pol. & govt.	Politics and government
Prof.	Professor, Professeur

- Continued next page -

Abbreviation	Filed as
Rev.	Reverend
S.	Saint, South
So.	South
Sra.	Señora
Srta.	Señorita
Sanit. affairs	Sanitary affairs
Soc. condit.	Social conditions
Soc. life & cust.	Social life and customs
St.	Saint (in foreign languages Sa, San, Sanctus, Sankt, Sant, Santo, Sao, etc.)
Ste.	Sainte
Stat.	Statistics
v., vs.	versus
Xmas	Christmas

(Arrange symbols in science as written)

Symbol	Filed as
Mo	Mo (symbol for Molybdenum filed as one word)
pH	pH (filed as one word)
RH Factor	RH (filed as one word)
℞	R (as one letter word)

Symbol	Filed as
& (ampersand)	And, et, und etc. - according to the language of entry
	Norwegian, Danish - og
	Dutch - en
	Latin, French - et
	German - und
	Portuguese, Italian - e
	Rumanian - si
	Spanish - y
	Swedish - och
x	Times, or by
+	Plus, or and (See forms of "and" above)
-	Minus
÷	Divided by
=	Equals
%	Percent
$	Dollar, dollars
£	Pound, pounds
°	Degrees
+mas	Christmas
§	Paragraph

Abbreviation	Filed as
Curr. Mat. Coll.	Curriculum Materials Collection
C.2	Copy two
V.4	Volume four
pt. 3	Part three
ser. 1	Series one
1st ser.	First series
Ref.	Reference
Suppl.	Supplement
H.T.	Historical texts
M.S.C. (red)	Moorhead State College (faculty author)
H.C.	Historical childrens

EXHIBIT 28
ABBREVIATIONS IN USE: NDSU

ABBREVIATIONS USED ON CATALOG CARDS

Months are always abbreviated on catalog cards; the following abbreviations are used:

Jan.
Feb.
Mar.
April
May
June
July
Aug.
Sept.
Oct.
Nov.
Dec.

Certain words which occur frequently are abbreviated in the tracings on catalog cards but must be spelled out in full in the subject headings. They are as follows:

Antiq.	Antiquities
Bibl.	Bibliography
Bio-bibl.	Bio-bibliography
Bound.	Boundaries
Cent.	Century
Comm.	Commerce
Descr.	Description
Descr. & trav.	Description and travel
Dict.	Dictionaries
Dict. & encycl.	Dictionaries and encyclopedias
Direct.	Directories
Disc. & explor.	Discovery and exploration
Econ. condit.	Economic conditions
Emig. & immig.	Emigration and immigration
For. rel.	Foreign relations
Geneal.	Genealogy
Hist.	History
Hist. & crit.	History and criticism
Indus.	Industries
Manuf.	Manufactures
Period.	Periodicals
Pol. & govt.	Politics and government
Sanit. affairs	Sanitary affairs
Soc. condit.	Social conditions
Soc. life & cust.	Social life and customs
Stat.	Statistics
Soc.	Societies

The names of states are not to be abbreviated in typing headings. They are abbreviated in the imprint of the card, however.

The following words are abbreviated in the tracings and also are abbreviated in typing out the headings:

bp.
comp.
dept.
ed.
Gt. Brit.
illus.
jt. auth.
jt. comp.
jt. ed.
pres.
suppl.
trans.
U. S.
U. S. S. R.

Abbreviations Used On Catalog Cards:

Ref.	Reference
Cop. 2	Copy 2
Per.	Periodical
v.	Volume
p.	Page
illus.	Illustration
cm	Centimeter
Arch.	Architecture
Chem.	Chemistry
Pharm.	Pharmacy
t.	Title

Administration

EXHIBIT 29b
RUBBER STAMPS USED BY LIBRARY

ON ORDER --- NOT RECEIVED

This is a confirming order.

ORDER COMPLETE

Date________Initials________

VIA AIR MAIL

LIBRARY RATE

LIBRARY RATE

Moorhead State College Library
Moorhead, Minnesota 56560

CHECK ENCLOSED

DEWEY CLASS.

L. C. CLASS.

LIBRARY RATE

LIBRARY

Moorhead State College Library
Moorhead, Minnesota 56560

31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
APR 1974
RECEIVED
Moorhead State College
Library

APR 8 - PAID

27588

EXHIBIT 29b

DOES NOT CIRCULATE

CONFIRMING ORDER
Do not send order to vendor.

DOCUMENT NOT AVAILABLE FROM EDRS

PERIODICALS COLLECTION
DOES NOT CIRCULATE

MOORHEAD STATE COLLEGE LIBRARY
MICRO-PRINT COLLECTION
PLEASE HANDLE WITH CARE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
APR 1974
RECEIVED
Moorhead State College
Library - Serials

MOORHEAD STATE COLLEGE LIBRARY
Periodicals Collection
________________Department

VIA AIR MAIL

APR - 8 1974

BEST COPY AVAILABLE

EBSCO Subscription Services
512 Nicollet Building Room 626
Minneapolis, Minn. 55402

ORDER COMPLETED
(subscription)

Date ________ Initial ________

Periodicals are to be used only in the library.

PLEASE BEGIN SUBSCRIPTION WITH THE
FIRST NUMBER OF THE CURRENT VOLUME
OR WITH THE FIRST NUMBER FOR THIS YEAR.

DUPLICATE

APR 8 1974

Invoice No.________
Dated________

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

ORDERED
ORD NO.________
DATE________
Library, Serials Department

PERIODICALS
Moorhead State College Library
FOR USE IN LIBRARY ONLY
Route: 1 2 3 4 5 6 7 8

APR 8 1974

255

PERIODICALS.

Govt. Documents

EXHIBIT 29b

ATLASES

ATLASES

Moorhead State

Moorhead State

MINNESOTA
Documents
Collection
Ask At Desk

306

DOCUMENTS
COLLECTION
ASK AT DESK

DOCUMENTS
COLLECTION
ASK AT DESK

FOR HOLDINGS SEE SHELF LIST

TAPE
CASSETTE

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

MUSIC
DEPT.

RECORD

TAPE
CASSETTE

REFERENCE
COLLECTION

TAPE
CASSETTE

TAPE
CASSETTE

U. S. DOCUMENTS
State College Library
MOORHEAD, MINNESOTA

NOW AVAILABLE
IN THE LIBRARY

TAPE
CASSETTE

TAPE
CASSETTE

BEST COPY AVAILABLE

Gov Docs

Circulation

EXHIBIT 29b

Annual Loan

CURRICULUM MATERIALS COLLEC

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

APR 8 1974

Circulation Department
Moorhead State College Library
Moorhead, Minnesota 56560

MOORHEAD STATE COLLEGE LIBRARY
CURRICULUM MATERIALS CENTER

RECORDS BEING HELD
GIVE TO CIRCULATION ASSISTANT.

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA 56560

Reserve

Fac.
SPR '74

4 wk
May 6 74

1 wk
Apr 17 74

Circulation Department
Moorhead State College Library
Moorhead, Minnesota 56560

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

BEST COPY AVAILABLE

Acquisition

EXHIBIT 29b

Invoice #____________

Dated____________

CANCELLED

ORDER COMPLETE

( ) Date________ Initials____

THIS EDITION ONLY

CANCEL O. P. items
DO NOT search

CONFIRMING ORDER
Do not send order to vendor

In OP file

In OP file

Thank you for your TAAB quotation
We accepted another offer

MSC SERIAL

MOORHEAD STATE COLLEGE LIBRARY
ORDER DEPARTMENT
MOORHEAD, MINNESOTA 56560

It is requested that state discounts,
if any, be given by the vendor named.

SPECIAL MATERIAL
For Use in Library Only

Checked by library: Date ________

NOT LIBRARY MATERIAL

NOT ORDERED by Library Acquisitions Department

NOW AVAILABLE
IN THE LIBRARY

REVIEWED IN:

Invoice MUST BE DATED next
July 1 or later

RECORDS

CONCORDIA SERIAL

NDSU SERIAL

AMERICAN STANDARDS FILE

ORDERED AND RECEIVED
NOT CATALOGED

CONFIRMING ORDER
Do not send order to vendor.

"SEE ATTACHED ORDER SLIP (S)"

ORDERED
DPO NO.____________
DATE____________
Library Acquisitions Department

Do not back order more than 1 2 3 4 5 6 7 8 months. If material is then not available CANCEL and NOTIFY US at once. Thank you.

It is requested that state discounts,
if any, be given by the vendor named.

Rodney Erickson

Rodney Erickson
Acquisition Librarian

ON ORDER --- NOT RECEIVED

VIA AIR MAIL

Acquisitions

Cataloging

EXHIBIT 29b

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

Library of Congress
Card Division
Bldg. 159, Navy Yard Annex
Washington. D.C. 20541

CHEMISTRY
DEPT.

Historical
Text

Historical
Child. Lit.

LIBRARY HAS:

Microcard

[illegible]

TAPE
CASSETTE

FICTION

For complete contents see main entry

Moorhead
State

Microfilm 35

Moorhead
State

[illegible]
[illegible]

[illegible]
[illegible]

PRINT COLLECTION

Microfilm 33

For holdings see main entry

ATLASES

MAP COLLECTION

MOORHEAD STATE COLLEGE LIBRARY
MOORHEAD, MINNESOTA

NON - CIRCULATING

Reference Collection

Microfiche 3x5

Microfiche 3x5

Microfiche 4x6

TAPE
REEL

TAPE
LOOP

[illegible] 6 '74

NOW AVAILABLE
IN THE LIBRARY

Available only at
Concordia Library

CIRCULATES BY
PERMISSION ONLY

Available only at
Concordia Library

Available only at
Concordia Library

WITHDRAWN

BEST COPY AVAILABLE

EXHIBIT 29b

Moorhead State
College Library

Non-print codes
for cataloging

KIT

Microfilm 35

Microfiche 3x5 Microfiche 4x6

Microfiche 3x5

Filmstrip/
Cassette

Filmstrip/
Phonodisc

Microcard

MAP COLLECTION

ATLASES

RARE BOOK

Stamps

EXHIBIT 29c

RUBBER STAMPS USED BY LIBRARY

Location

ARCHIVES

ATLAS [illegible]

OVERSIZE

RARE BOOKS

REFERENCE

SPEC. COLL.

2nd FLOOR

S-TAP

[illegible] Hall

[illegible]

AV

CASSETTE

FILMSTRIP

KIT

MICROFICHE

MICROFILM

RECORD

SLIDES

TAPE

Shelf-list Notation

[illegible] Index

[illegible] Shelf

SERIAL

[illegible] COLLEGE

YLVISAKER LIBRARY

Concordia Serial

APR 23 '74

Stamping ownership.

CARL B. YLVISAKER LIBRARY
CONCORDIA COLLEGE
MOORHEAD, MINNESOTA 56560

For cat cards.

FOR COMPLETE STATEMENT SEE MAIN CARD

FOR STATEMENT OF HOLDINGS SEE SHELF-LIST

FOR CONTENTS SEE MAIN CARD

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